

Headmaster's Diary

'Pupils must be encouraged to explore each other's feelings'.

Deputy head Sybil Fordyce is fired with enthusiasm for pastoral care

The main developments this week have arisen from a new scheme introduced by my second deputy, Sybil Fordyce. She's been in low spirits since last term, when someone got into the language laboratory during the sixth form disco and put some rather unfortunate suggestions on to her fourth year French tapes. So I was delighted when she came back with such enthusiasm from a pastoral care course run by one of the county advisers, and we started the new scheme last week with the first year pupils.

It is all about registration periods with form tutors which, according to Sybil, should be properly organized to follow what she calls the "PPP programme". This stands for "Planned Pastoral Progress", and Sybil has acquired a set of booklets full of various activities for form tutors to organize. Sybil, who is normally fairly quiet, was very keen on the idea. "It's to do with personal and social development," she explained. "Pupils must be encouraged to interact with each other, and explore each other's feelings."

Arnold Bogwin, my first deputy, tends to be sceptical about new schemes, and asked, "What do kids do now all day long, then, sit and contemplate their navels?" But Sybil said that the new programme had carefully defined objectives, and you could measure how well the pupils had done after each exercise. I realized at once that this is the kind of thing they like at county hall, and that I could send the results and charts off to Jonathan Hack, the chief adviser. So I persuaded Arnold to agree to a trial scheme, and it seems to have gone well.

This morning Sybil suggested that Arnold and I might like to go across to the first year base and see how it works. Sybil is taking one of the forms herself as an example to the others, and here was the first room we came to. As we got near I heard a dreadful screaming sound, and then I saw a child standing at the front in tears, evidently in a state of great distress. I rushed in, only to find Sybil smiling happily at her desk, while the pupils sat around in small groups.

"It's quite all right, Dr Snell-croft," she said. "This is a development exercise in the formation of personal constructs. Sharon is stimulating her reaction to the news that her most valued personal possession - her collection of heavy metal records - has been stolen." It seemed somewhat excessive, but the class were busily taking notes and so obviously all was well.

In the form room next door there was another surprise. It appeared that all the pupils were rushing around shaking hands with each other, and jabbering away in an incomprehensible tongue. It turned out that they were supposed to be delegates at an international congress of dentists, meeting for the first time. I noticed some pupils sticking rulers into each other's mouths rather violently, but apparently they were simulating a professional activity and a repressive atmosphere would destroy the PPP ethos. The noise was considerable, and I was glad to leave them to it.

In the next room all was perfectly quiet, and the pupils were sitting at their tables dutifully completing a list of questions. This was remarkable, for the form tutor was Rob Scroggins, a young man in the PE department, who is notoriously late for form periods as a rule, and never on time with his returns and registers. Usually he reels off a string of excuses about having to blow up footballs or check the swimming pool temperature. But here he was sitting happily at the front marking the responses from some other exercise.

The lesson was that the PPP scheme was just the thing for form



"All the pupils were rushing around shaking hands with each other and jabbering away."

periods. It gives you the structure, and then I can set an example of considerate behaviour. The tone is very relaxed and caring." Arnold made a snorting noise, but I could see there was a change in Scroggins's whole demeanour. Arnold seemed very interested in the questions the pupils were asking, and was strangely silent as we walked back to my study.

I was in the process of dictating some letters when Councillor Dimpickle - the chairman of governors - dropped in to check the date of the next governors' meeting. I had just begun to tell him about the success of the PPP scheme when Rona rang up to say she couldn't get her little

car started. I had made some adjustments the night before, but they were undoubtedly improvements. Rona, however, was rather worked up since she had to go to a meeting of the flower arranging committee.

This was an unfortunate interruption, and afterwards Dimpickle said, "Car trouble again, eh? I'll send my man round. He only charges twenty quid an hour - makes my BMW go like the clappers. Parts extra, of course." Then Arnold came in, and Dimpickle went on his way. This was a relief, since he has lately taken to staying to lunch, offering gratuitous advice to all and sundry, and walking off without paying.

As Arnold and I went into lunch, Sybil came up to tell us the results of her first PPP test. "On average," she said, "my form have shown a 70 per cent improvement in their sensitivity and awareness quotient. And Sharon, whom you saw this morning, did particularly well."

Before I could reply, a group of first years, carrying clip boards, marched up and began to address Sybil. "We've been thinking about what you said," said a dark, sly-looking boy, "and how you wanted us to relate to everyone. We'd like to relate to you a bit better. So we've worked out these questions. Number one: Why aren't you married? Is it 'cos you live with some bloke, like my auntie?" I began to reprimand him for his impudence, but Sybil went pink, said "Excuse me - come in here" and led them off into the medical room.

"Poor old Sybil," said Arnold. "She's really started something. I thought I'd stand behind the groundsman's hut while Scroggins was taking some of them for football last period. He's making interesting use of the kids' answers to those questionnaires. He shouts out comments like: 'Put your back into it, Wilkins. You've got two television sets, yet you never give a penny to the sports fund. Run with it, Jenkins. Take the Telegraph and the Financial Times; do you? So you can't be bothered with a working class game like soccer.' And what's more, he's writing up the PPP stuff for the BPHU course at the university. I saw the file in the staff room. No wonder he's suddenly so keen on his form tutoring."

Then Sybil joined us at the lunch table, having eaten hers with the first year group. She still looked flustered, and reached down into her bag for her handkerchief. Suddenly her face went white, and as she slowly raised her hand, I saw some ghastly pink stuff dripping off her governor. It was all most unfortunate.

fingers. "I thought so," said Arnold. "You were sitting next to the Sharon girl, weren't you? I thought she finished her blancmange in a hurry. She must have tipped it in when you weren't looking. She'll deny it, of course. I'm afraid her awareness quotient has gone a bit over the top." Sybil rushed off looking sick, and Arnold went across to the swimming pool to check all was well for the synchro swimming gala.

We had invited parents to come along, and Cedric Moth, our head of music, was conducting the wind band at one end of the pool. I noticed the sly-looking first year boy playing a trombone in the front row, and in front of him knelt Rob Scroggins, taking photographs of the teams with his cine camera. Then Cedric announced that the next piece would feature a trombone solo by a first year, and the trombonist thrust his instrument forward. The next moment Scroggins lost his balance and tumbled into the deep end, camera and all. It looked very much like an accident to me, but I was shocked to hear Scroggins shout, "You blanking little blank. Wait till I get hold of you, you blanking little blanker."

It was just as well Cedric promptly struck up the opening bars, while Scroggins was fished out with a long pole. But several parents walked off hurriedly, including Mrs Coneysbare who is PTA secretary and one of the

ate. Then Mrs Snode, my secretary, brought in a message from Sybil: she had gone home with a migraine, and might be away for a few days.

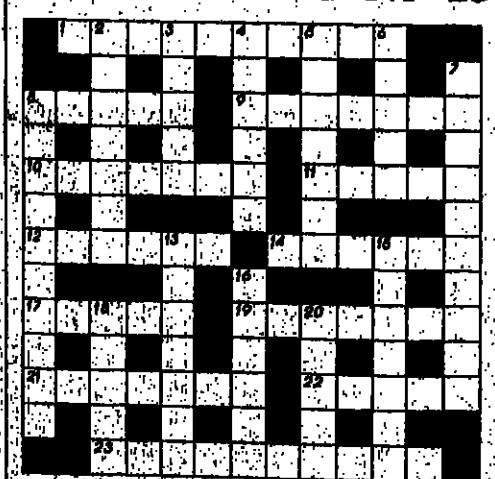
"If you like," said Arnold, "I take over the PPP programme while she's gone." I thought this was very good of him, in view of his reservations about it. However, the next day he told me the staff involved had decided not to continue with the scheme, despite all his attempts to persuade them otherwise. He Arnold didn't look too upset about it, and I must confess I heard the news with some relief. It was a pity, though: the PPP programme seemed such a good idea when Sybil came back fresh from her course.

Maurice Holt

Next week

Valerie Alderson on the publication of a unique set of handwritten editions of early children's books. John Messenger on *The Companion to Animal Behaviour*. David Wright on a new biography of Matthew Arnold.

TES Crossword No 13



ACROSS
1. Pans by ship and lawn
2. Vessel in dock (5)
3. The current sensation
4. It's not just being asked
5. A capital forward (5)
6. He is a virtuous way
7. Show agitated about
8. Give someone else to do
9. The fighting (7)
10. University study
11. Appear on stage to record (5)
12. Whiskers (3,7)

DOWN
1. Make watchful note
2. Study on leave (5)
3. Sluggishly silent (5)
4. Route that leads down
5. A series of cliffs (3)
6. Lift shaft, we hear (3)
7. Unusually for computer
8. Aches (4,6)
9. Children who insist on
10. This activity got the name
11. Saving 18 down the side
12. Experience that sets
13. In speech-making
14. Aches (4,6)
15. Aches (4,6)
16. Aches (4,6)
17. Aches (4,6)
18. Aches (4,6)
19. Aches (4,6)
20. Aches (4,6)
21. Aches (4,6)
22. Aches (4,6)
23. Aches (4,6)
24. Aches (4,6)
25. Aches (4,6)

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Claus Bang, the Danish music therapist, demonstrates a revolutionary method which uses music to help deaf children speak. The deaf child is taught to use his voice melodically and rhythmically. The Beethoven Fund, a new charity, has been launched to introduce the method more widely.

Call for major overhaul of science teaching

by Bob Doo

A rigorous reappraisal of all science teaching is called for in a major policy statement issued this week by the 17,000 strong Association for Science Education.

The association wants less emphasis on the traditional academic approaches of subject specialists, more integrated science, and wants to see more everyday language used in science lessons.

In the 50-page statement, *Education Through Science*, it condemns the present option system in which children are forced to choose between physics, biology and chemistry, and says: "Too much time spent on science studies can distort an individual's general education as can too little."

The ASE also wants class sizes for practical work to be limited to a maximum of 20 pupils, as in Scotland.

The policy statement is the result of widespread debate inside and outside the ASE on the changes needed in science education for specialists, inherited from the grammar schools, to suit it to the "science for all" taught in comprehensive and the need for a more technologically aware population.

It coincides with the Government's decision that such a reappraisal is

necessary, announced in the recent official document *The School Curriculum*, and with a major curriculum development project the association is about to embark on with the Schools Council.

The association wants science to be part of the general education of all pupils up to the age of 16, and calls for "a reasonable balance between the specialist and generalist aspects of education through science."

"The association stresses the need for a rigorous review of current syllabuses; the establishment of school science curriculum development plans and the active exploration of integrated, modular and extended courses for 13 to 16-year-olds."

The ASE also backs the Government's call for regular local authority reviews of the school curriculum.

Suitably motivated low ability children could study science and find it welcome relief from the heavy linguistic demands of other subjects, the document says.

The idea that science needs to be couched in the standard, impersonal language emphasized by many scientists is rejected by the ASE. "This tended to remove science from the pupils' everyday experience," it says.

and was thought by some to inhibit learning. More reading and talking was needed in science lessons, and the exam boards should be prepared for a shift towards more personal language.

Reappraisal of the 16 to 19 science curriculum and the establishment of sixth form general science courses should follow the review of science teaching most urgently needed lower down the school, the policy says:

The education through science of all pupils should embody six main aims, according to the ASE. These are:

- to learn and understand certain scientific concepts, principles and laws;
- to acquire the skills of practical science;
- to be able to use the scientific approach to find things out;
- to communicate the results of this to others;
- to grasp the nature of advanced technological societies and science's part in our cultural heritage;
- to realise that science helps to establish a sense of personal and social identity.

The ASE also backs the Government's call for regular local authority reviews of the school curriculum.

Amateur tutor scheme to be tested

An experiment in adult education, in which local people teach each other - possibly for no payment - is to be launched in the autumn.

The students and amateur tutors will be matched by a computer. Residents in the Norfolk market town of Aylsham (pop 6,500) will be quizzed on their interests and educational needs by youngsters on the youth opportunities programme over two weeks this autumn. This will be backed by phone-ins on Radio Norfolk, and some of the proceedings will be filmed by the BBC for a programme to be broadcast next year.

Mr Paul Amson, adult education officer for South Norfolk, said whether or not amateur tutors would be paid for their labours was "a tricky little problem." It would probably depend on the individual.

A spokesman for the National Association of Teachers in Further and Higher Education said it would not want to see people employed to teach "on anything other than the proper terms and conditions." But the use of voluntary self-help groups was a complex matter.

Aylsham was chosen for the experiment, Mr Amson said, "because it has different groups of people - commuters, indigenous people and immigrants from outside the area. It has a lot of potential."

The idea for the scheme was prompted by education staff in the BBC interested in two-way approaches to adult learning.

Hilary Wilce

Some of the 'best' courses axed

by Biddy Passmore

University courses which have been earmarked for closure or cuts in student numbers by the University Grants Committee are among those considered the best in their field by lecturers at other universities and colleges.

This emerged this week, with the publication of *Degree Course Offers 1981-82*, an annual handbook providing detailed information on entry levels required to degree courses throughout Britain. For the first time, this year's edition lists the "best" universities and polytechnics for particular courses.

Mr Brian Heap, the careers teacher who compiles the book, simply asked staff to recommend institutions other than their own providing particularly interesting courses in their subjects.

For biology, their choice includes Brunel, where the UGC wants to see a substantial reduction in numbers. In business studies, Salford's course features among the top 12, although it too has been singled out for substantial reductions. And for drama, Hull is regarded as one of the best, although the university has been "invited to consider" discontinuing it.

Aston appears among the institutions providing the best engineering course - but the UGC has asked it to reduce the number of engineering students. Bristol, deemed to have one of the best maths courses, has been recommended to decrease the number specializing in mathematical sciences. And Salford, esteemed by other lecturers for its modern languages, has been told it may continue with European languages - but on a reduced scale.

Introducing the 12th edition of his yearbook, Mr Heap said that was a waste of thousands of university places each year could be saved if admissions tutors examined applicants' motivation to study a particular course rather than their academic potential.

"Each year there is a wastage of up to 7,000 students who have been offered places on courses and who 'drop out' in the first year, largely due to poor selection methods adopted by universities," he said. "These students often lack knowledge of the courses they choose and are not highly motivated to study them."

Degree Course Offers 1981-82 - "Winning Your Place at University, Polytechnic and Other Institutions of Higher Education", is available price £2.50 plus 90p post and packing from Careers Consultants Ltd, 12-14 Hill Rise, Richmond Hill, Richmond, Surrey TW10 6UA.

Cool pools plan will help Essex

An Essex County Council plan will give secondary pupils the shivers this winter. The heating of the swimming pools in 24 secondary schools in the county will be turned off this winter - not to encourage Spartan qualities, but to save money.

The schools have been told they can have the heating on in the pools if they can raise the money to pay for it. The pools will be kept filled and the water chlorinated and circulating to prevent any deterioration.

Taking the heat off will save the county £30,000 towards the £2.5m it says it needs to cut to stay within Government spending targets.



It is particularly interesting in meeting anyone else who regrets being pestered by kids on the Youth Opportunities Programme.

Handwritten note: 10/10/81

Will they kill the golden YOP?

One does not have to be an arch enemy of the trade unions to have some doubts about the current campaign to unionize young people on the Youth Opportunities Programme.

As isolated individuals, unemployed school leavers are in a specially weak position. They have only recently left a comparatively protected environment to emerge on the job market with no bargaining power, no collective voice, and no tradition of influencing their own lives.

But who is best suited to wave the sword on their behalf? The Government, with one eye on the crippling cost of special measures and another on the monthly unemployment figures? Or the trade union movement, anxious both to safeguard existing jobs - often at the expense of the young - and at the same time recruit new members?

From the earliest days of the special measures, the Government wisely recognized that the trade unions had a part to play in preventing local abuses - and that the schemes would have precious little chance without their active support.

In the hectic rush to start the first of them, the now defunct job creation programme, the Government rashly gave way to trade union demands to pay the rate for the job. It was a lesson they have not forgotten, and all subsequent schemes have paid barely more than supplementary benefits.

But should the Government be allowed to carry on acting the rather stung Lady Bountiful, handing out as little as it can get away with, irrespective of the actual needs of young people? It all depends on whether YOP trainees are seen more as students, whose grants are fixed annually in line with a rough calculation of their needs, or low paid public

sector workers whose wages have to be fought for by the trade unions.

The trade unions have become increasingly disillusioned with YOP and the special measures, as evidence of abuse begins to mount up. Not surprisingly many hard-pressed employers have been tempted to use YOP trainees as cheap labour substitutes for adult workers. This is quite contrary to the purpose of the scheme which is to give firms extra, free, labour (paid for by the Government) in return for work experience. Trade union discontent has reached such a level that the TUC conference is to be urged next month to pull out completely.

This could put the Government, faced with the need to expand YOP or son-of-YOP still further, in an awkward position. It can do little to prevent job substitution other than clamp down more tightly in individual cases - and this requires trade union help. But pressure from trade unions to pay higher allowances will curtail the number of places budgeted for, and set in motion the whole apparatus of collective bargaining from which there will be little escape. And if YOP trainees come to see themselves just as another group of workers, the chances of getting a co-ordinated system of grants and payments to all 16 to 19s will become that much more remote.

After Tirabad

The friends of small village schools (for whom there ought surely to be a suitable collective noun) should not pin too much faith on last week's High Court agreement to re-open a Welsh village school from closure (page 4).

What seems to have been legally at issue at Tirabad was not so much what Powys local education authority was trying to do, as its manner of doing it. The combination of a latish start to consultations and delayed decision-making in the Welsh Office - which even so could run the Department of Education and Science neck-and-neck in this particular tortoise race - meant that the only speedy action concerning Tirabad primary school was the posting of closure notices on the last day of



Mr Michael Heseltine's plan for the cities, as reported in *The Times* this week, bears all his characteristic marks of flair, impetuosity, window-dressing, showiness and capacity to annoy. It could turn into another silly plan for the scrapheap, or he might pull off a trick or two where worthy bodies schemes have failed.

The plan comes after Mr Heseltine's visit to Liverpool in the wake of the Toxteth riots, he is apparently directed at inner cities in general. Of the four main reported recommendations the first two might fall into either the window dressing or shrewd category. Cabinet ministers to be given individual responsibility for specific run-down areas; a central government directorate in each inner city area to coordinate state spending by all Whitehall departments.

The Cabinet minister project might just lead to publicity pictures (Hillman in the north-east, Heseltine in Toxteth), but it is true that a minister with a personal stake speaks up more passionately in Cabinet. Coordination is a boring word, though that above all is what our departmentalized system of government needs. But would the new directorate have the power to be more than another layer of bureaucracy?

Mr Heseltine has contended, with some reason, that inner city problems have not been solved by throwing money at them. In his third main plank he pins some of the blame for this on the metropolitan councils, and therefore proposes a massive cut in their powers. This piece of local authority bashing should perhaps be seen in the wider context of his confrontations over local government spending, and battles to come in the Cabinet with the Treasury if his plan is to be accepted. The political lozenge also looms large in the fourth point, that another committee should direct public spending into private sector projects.

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Heseltine pill

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No comment

"Women, studies of (open enrolment). Female theory... enrol Working Men's College, London, NW1." - Extract from ILEA Floodlight guide to day and evening classes 1981-82.

Platform Foreign trade

by Prabhu S. Gupta



cessation of the tourist trade to Britain, which brings in more than eleven times as much "inflationary pressure" as do overseas students - a total of some £4,000m last year.

Since it is difficult to find people who argue passionately for a reduction in the number of tourists, it would seem that there are other, hidden, factors influencing this argument, rather than only the economic ones that appear on the surface.

Similar hidden and non-economic factors seem to lie behind Professor Blaug's contention that the education of overseas students in Britain has practically no effect on securing orders for British exports. His view is in sharp contrast to the 1980 Board of Trade survey of industrial attachments and in-plant training facilities, 76 per cent of whose respondents agreed that industrial training is "very profitable" or "useful" in promoting exports.

The OST had also initiated another survey last year of the 30 leading British transnational companies, this time of education in the whole, rather than exclusively industrial training as in the case of the Board of Trade survey. The OST survey showed 80 per cent of its respondents agreeing that foreign nationals who had studied in Britain brought clear benefits to their businesses abroad. Whose word is the average British person to believe? That of one academic or that of hundreds of business people and organizations who have practical experience of winning orders?

Further, while Britain does not sell as much to the developing world as it does to the Continent and North America, it can hardly be forgotten that it imports most of the necessary raw material from the Third World. In any case, in an uncensored world and in a period of recession and intense competition, the secondary but expanding market provided by the rest of the world, can be ignored only by those who are incredibly brave or incredibly foolish.

Prabhu S. Gupta is an Indian lecturer, writer and broadcaster, at present based in Britain.

assistants, and second, half of the 6,000 to 7,000 PhD students; he wants us to believe that the other half are doing research that is of value only to overseas students themselves, or their governments.

Few people who know how research projects are conceived, funded and organized can agree with such an assumption. And why leave out those research students who are neither paid nor working for a PhD? It is precisely because they are not paid that the value of their research accrues to the British economy, and Masters level research provides some of the foundation on which further research by professional scientists or doctoral students can be and is done.

Britain is also the sixth biggest lender of its own students to other countries. Knowledge of other languages and cultures is best acquired abroad, and helps promote exports. Naturally, if Britain does not value the overseas students it receives, there is the question of reciprocity by other countries.

Britain has wider security and economic interest scattered around the world than most other countries. These are supported by the direct influence and goodwill of people who once studied here. Britain also earns unusually large amounts through banks and other overseas trading links through its massive investment network of aviation and shipping, and through its overseas promotion of democratic values among overseas students.

In immediate terms, the 120,000 students in British higher education alone contributed some £60m in fees last year, and will contribute more and more in the foreseeable future. It has been argued in the past that as all students (excluding those in pri-

the amount spent by overseas students on goods and services in Britain. By one count, this amounted to £300m last year (excluding the cost of any passages to and from Britain on British shipping and aviation). Professor Blaug, however, discounts this factor and argues that this money is actually undesirable because it only adds to the inflationary pressures on the economy. Britain's economic problems are caused, he argues, by constraints on the side of supply rather than on the side of demand; that what is needed is a mobilization of resources; investment in new equipment; reduction of real wages; and an increase in real profits.

This is more or less the view of the present Government. But if this view was seriously held by its proponents, they would shout for the

Former minister's team suggest two-year training scheme Tory YOP plan for all school leavers

A detailed plan to start turning the Youth Opportunities Programme into a two-year training for all school leavers will go to the Prime Minister next month. It involves setting up a national and local network to monitor their educational training.

The £600m plan had been produced by a team of prominent Tory MPs - all specialists in employment, education, or youth affairs - headed by Mr Jim Lester, a former employment Minister. Although at the moment the team has no official status, its work began while Mr Lester was in the Government and has the encouragement of Mr James Prior

the Employment Secretary.

The team proposes that as from next year, unemployed leavers should be given a year of training funded by the Government. This would comprise general vocational preparation on schemes like the present YOP work experience and a further six months of more specific work and training. It would be followed by a further year of training paid for by employers.

The MPs say that if this pattern is established for the jobs, within a few years time it could be extended to all leavers who are not going on to further education or to a planned

career. But to do this, overall responsibility for the leavers must be given to a coordinated national network. The MPs propose that this should be the Manpower Services Commission and its local coordinating bodies throughout the country.

Centrally, say the MPs, the system should be headed by a new organization for merging the MSC's existing training services division and its special programmes division, which now runs YOP. Regionally, responsibility would be given to the commission's 26 area boards, which at present oversee special programmes.

Higher and further education rep-

resentatives and industrial training board staff would join the employers organizations, local authorities and voluntary agencies already represented on the boards.

The other members of the team are Mr Keith Hampson, a former Conservative education spokesman and now a PPS to Mr Tom King, the Local Government Minister; Mr Alan Haselhurst, the Education Secretary's PPS; Mr Nicholas Scott, MP for Kensington and Chelsea; and Mr Richard Needham, MP for Chippenham.

Mark Jackson

University grants error leads to refund demand

by John O'Leary

Grants totalling £8m were incorrectly allocated by the University Grants Committee in a readjustment of budgets last April. Now 30 universities have been told to repay thousands of pounds over the coming year, while 12 others will receive windfall payments.

Vice-chancellors were notified of the errors last week in a letter signed by Mr Geoffrey Cockerill, secretary of the UGC. A brief statement informed them that "the adjustments were subsequently found to have been incorrectly applied".

Some universities have already made angry telephone calls to the committee, protesting about the mistakes. One vice-chancellor said this week: "I have never seen such an admission of failure by any official organization. It undermines the credibility of their most recent allocation".

The errors occurred in the allocation of grants for the last four

months of 1980-81, when expected amounts were reduced by an average of 2½ per cent to allow for high pay settlements and government policy. They resulted from an incorrect assumption that each university received the same proportion of grant to fee and other income.

Mr Edwin Appleby, assistant secretary of the UGC, said the mistakes would normally have been detected by the checking system. But pressure of work on the impending annual settlement prevented the final check from taking place. He stressed that there was no question of inaccuracy in the grants for 1981-2.

Aston University is the biggest loser, having been overpaid by £700,000 for the four months April to July. The lion's share of the reallocation will go to London University, whose colleges will receive a total of £500,000. Not surprisingly, London was the first institution to notify the UGC of the error in its allocation.

Doubts over reinstated head

The future of the head of a special school whose staff walked out after she was reinstated following a period of suspension was still in doubt this week.

Mr Reginald Hartley, chief education officer for the London borough of Ealing, has recommended in a report that Miss Sylvia Howarth, the head of John Chilton special school, should be sacked.

However, a disciplinary panel of

five local councillors which met again this week to consider the report will now meet school governors next month before a final decision.

Miss Howarth was suspended on full pay by Ealing in February while an investigation was made into allegations about the running of the school and relationships with the staff. She was reinstated in June but suspended again after staff had refused to work with her.

Scots teachers to discuss strike action over cuts

by David Ross

The national executive of the Educational Institute of Scotland meets tonight to discuss support for strike action in the event of Lothian Regional Council failing to reinstate the 94 fixed term contract teachers who lost their jobs last week.

It is unlikely, however, that the national executive will reach a decision until after Tuesday's meeting of the regional council. This will discuss the timing of the moratorium on new spending imposed in response to the Secretary of State's decision to cut £1.5m a week from the region's rate support grant until savings of £30m have been achieved.

The 94 fixed term teaching contracts represent 344 day school teachers and 400 teachers in further education. It would appear that remedial education in the primary sector has been particularly badly hit, along with varying degrees of loss in the teaching of music, physical education and fabric crafts.

Linlithgow primary school, Lothian's largest with a roll of 750, has lost one remedial teacher who was in five mornings a week, replacing half of the remedial specialist staff in the school, which is left with only one remedial five mornings a week in music, two days a

week have been lost along with one day from the brass instructor and half a day with the string instructor. One day a week in physical education has also been lost.

In addition to these visiting specialists, Linlithgow lost a teacher who had been classed as an assistant head relief.

Juniper Green primary, second biggest in the region with a roll of 670, has lost one remedial teacher who came in four and a half days a week, and one part time physical education teacher who came in one day a week.

In the smaller primary schools the pattern was similar. In Fort primary, in Edinburgh, with a roll of 250, a week of specialist remedial education has been lost along with an instrumentalist for music. Blackhall primary in Edinburgh, with a roll of 240, has lost five mornings a week of remedial, one day a week PE, and one day a week fabric crafts.

All primary head teachers stressed that their permanent staff could cope with the lack of the visiting specialists, although Mr William Hendrie, of Linlithgow, thought there was a limit to the number of subjects in which teachers could be expected to become experts.

Caribbean studies initiative

by Bert Lodge

Mrs June Marcelle Henfrey, originally from Barbados, joins the staff of Bradford College as a senior lecturer in Caribbean Studies, one of the options on the college's BED programme.

Her appointment comes after the college's announcement of a new course to help with educational problems of West Indian children.

Mr Eric Robinson, Bradford's principal, said: "The Rampton committee has shown that, generally, British schools are less than wholly successful with black children. Recent riots in Brixton and elsewhere, including Bradford, warn us that we must get it right. Teachers in British schools have to make a special effort with West Indian children. British schools need teachers of West Indian origin, and teachers who have experience and understanding of the culture of Caribbean children and traditions."

From next month, student teachers at Bradford College have the option to devote a quarter of their time in college to Caribbean studies. The purpose of this is to encourage and develop potential teachers of such studies in schools.

Mrs Henfrey, who came to Britain in 1959, obtained first class honours in French at Oxford, then did research in medieval French literature at St Anne's College before switching her interests to Caribbean literature. Her last job was education officer with Merseyside Community Relations Council where she visited schools or "wherever I could get my foot inside the door".

Mrs Henfrey said this week that she had not followed a teacher training course herself, but in any case would not be involved in supervising students on teaching practice. "I shall be primarily involved in the BED programme, the first part of the BED course."

Mrs Henfrey has previously taught in primary and secondary schools in Barbados and in England.

Sharp fall in clearing vacancies

by Biddy Passmore

A sharp drop in the number of university places that will be available for sixth formers through the last-minute "clearing system" was confirmed by the Universities Central Council on Admissions (UCCA) this week.

Although a number of universities have still to notify their vacancies, it is already clear that places on arts courses will be hard to come by. Returns are coming in at less than half the level of last year, when there were some 5,000 clearing places available in arts subjects.

The position is less tight in social sciences and better still in science and technology - although still expected to be down on last year. There will probably be no clearing places available in medicine.

This pecking order may indicate that universities are responding to the "advice" of the University Grants Committee, which asked them to reduce the number of arts students and increase the number studying science and technology, with an overall cut of about 20,000 by 1984.

There are some signs that students with no hope of a university place are turning to the polytechnics. All report applications well up to the level of last year and some are experiencing big increases. Applications to Teesside Polytechnic from home students, for instance, were 20 per cent up on last year by the end of July.

Sixth formers with poor A level results cannot expect to walk into a polytechnic course. At City of London, most courses still require Cs and Ds and the popular law course needs Bs and Cs.

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Governors to decide over teacher who assaulted boy

by Richard Garner

Governors of a comprehensive school in Warwickshire meet today to decide what action to take over a teacher who hit and kicked a 12-year-old boy he found tampering with his car.

Mr Christopher Thackrah, 41, was suspended from his job as head of home economics at Nicholas Chamberlaine school at Bedworth immediately after the incident and has been fined £50 by magistrates for assaulting the boy.

Mr Thackrah, who has taught at the school for six years, will be supported by his union, the Assistant

Masters and Mistresses Association, at today's meeting. Since the court case, Mr Thackrah has had several telephone calls from parents supporting him and a local businessman has volunteered to pay the £50 fine.

He said that he regretted that a moment's lack of control had put his job in jeopardy, but added that he was sure most people would have reacted the way he did.

But Mrs Joyce Dunham, the mother of the boy he hit, from Bedworth, said she and her husband thought Mr Thackrah had gone too far.

Sports injury survey for secondaries

by Bert Lodge

A questionnaire will go out to all secondary schools in Britain next term as the first step in a national survey of injuries sustained in school sports.

Drawn up by the Institute of Sports Medicine, the questionnaire will be returned to the local education office for forwarding to a research committee based at the institute and chaired by Mr Andrew Fairbairn, director of education for Leicestershire. It includes representatives of the Society of Education Officers, local authority associations, the National Association of Head Teachers and the Medical Officers of Schools Association.

The survey is restricted to pupils between 11-18 and is concerned only with injuries sustained during participation in sport or physical education. Injuries suffered while dealing with equipment or going to or from the playing field or pool will not be counted.

Writing in *Education*, the weekly magazine, Mr Fairbairn explained the reason for the survey: "It has been claimed there are more than two million sports injuries in school each year. But what sort of injuries occur most frequently? And in which activities? Nobody really knows, as there are no reliable statistical data available in this country."

"It is possible that an analysis of the information received may lead the Sports Institute to consider recommendations on such important matters as teaching and coaching methods, age groupings and codes of conduct for competitions and post-injury medical care."

Parents object to short notice on school closures

by Biddy Passmore

Parents fighting school closures claim that ministers and officials are still "waiting on" decisions in spite of fast-moving changes in the law which should have been decided long ago. They say that departments are making short consultation periods even shorter, as local education authorities strive to close schools in order to make Government-ordered savings. And they want periods of consultation made legally binding so that both councils and ministers give schools adequate warning of closures.

The following High Court judgment last week in the village of Trabad, where parents had been told only of the last day of the summer term that their children's school was closing. Parents' education authority had started the consultation process last November but the Welsh Office's final approval was not granted until July 14.

Trabad parents have another 12 months in which to try to persuade the council to keep the school open with their financial help, although Poyry is most unlikely to change its mind. This week, Mrs Molly Stiles, chairman of the National Association of Small Schools, claimed the case was "the tip of an iceberg". "I know of no other cases with as short notice as this," she said, "but there have been some other very near misses."

In the case of the village school at Nash, in

Gwent, the letter from the Welsh Office to the L.E.A. approving the closure did not arrive till May 15, although the school was to be closed and the pupils moved to a new village school the previous December. In the case of Trabad, the decision was made in June 1980, but the parents did not come through till late June, getting one week's notice only two weeks before the school closed.

Staffordshire County Council, which submitted proposals last June to close 24 schools, nearly all of which were in small villages, was not told of the DES decision until March 1981, and then only after an approach to Sir James Hamilton, the Permanent Secretary. The DES submitted that this was the largest number of proposals it had ever had to deal with.

Staffordshire's problems arose before last year's changes in the law came into effect, which meant that unwanted proposals affecting county schools no longer have to get the minister's approval. But Mr Peter Harris, the county's deputy chief education officer, pointed out that the changes would be made in 1982. The DES submitted that this was the largest number of proposals it had ever had to deal with.

school closures in order to make savings. Circular 2/80, which expands on the 1980 Education Act, says local education authorities should allow at least 12 months between the publication of closure proposals and the date on which they take effect, and that parents and teachers should have at least a full term in which to make alternative arrangements. That means councils should publish the proposals before the end of the summer term in the preceding year and the year in which the final decision by Easter of the year in which the school is to close.

But Circular 2/81 on "Rolling Rolls and Surplus Places" says it would be possible to use a shorter period. Ministers have made it plain, however, that the notice should be compatible with the interests of the pupils.

The Government wants 700,000 surplus places taken out of use by March 1983, at the time the local authority associations have always maintained this target to be impossible.

A spokesman for the Association of County Councils said this week that, as a already gave a notice of closure as they could. "The first-hand experience of achieving targets they have always said was not realistic anyway," he said.

Assembly line



A deputy headmistress who swapped her blackboard for the hubbub of making cars at BL shows off a £15,000 Jaguar

saloon nearing completion on the production line at Coventry. As Mary Schofield, 44, polishes the bodywork of the

limousine, she is nearing the end of a year-long experience of hopes will eventually lead thousands of pupils.

London racial violence 'fanned in classroom'

Racial violence in London is being sparked off in the classroom, a retired teacher has claimed.

Mr Tom Hastie, a former history teacher, said he was concerned at how many of his colleagues were actively fanning the flames of racial conflict.

In written evidence to the Scarman inquiry into the Brixton riots, Mr Hastie said: "It is my contention that much of the teaching by so-called multi-ethnic education teachers in the ILEA is inflammatory in its effect upon both black and white pupils and is therefore a contributory factor in the growth of racial conflict."

"Wild and irresponsible statements about race relations are being made in ILEA classrooms every day by people who quite rightly denounce any stereotyping of blacks but are themselves guilty of stereotyping all whites as racists."

Mr Hastie, who recently retired after 30 years' teaching, claimed that the tenor of the work of the ILEA's multi-ethnic education inspectorate is that 'whites' were the villains of history, racism was a white phenomenon, white British were 'entirely racist' and blacks have had, and

still had, a monopoly of human misery and exploitation.

"It needs little imagination to understand, though not excuse, the strong reaction of spirited adolescents constantly exposed to these tenets who proceed on the one hand to support the National Front, and on the other the black militants," he said.

"Indeed, it is difficult to avoid the impression that too many black spokesmen are not urging a legitimate demand for social justice, but are in fact inciting an imagined revenge upon all whites."

Mr Hastie said he was convinced that one of the contributing factors to the Brixton riots was the degree to which pupils are presented with highly inflammatory material.

"It seems to me that I have shown sufficient evidence for the inquiry to consider seriously the possibility that the seeds of much of the racial violence in London are being nurtured in ILEA classrooms," he added.

Mr Hastie's evidence will be considered by Lord Scarman in the second phase of his inquiry, starting on September 2.

'Welsh public sector body not necessary'

There is no need for a separate body to run public sector higher education in Wales, says a discussion document issued by the Welsh Office last week.

Instead, it proposes a modest version of the present system, which relies mainly on local decision-making, with course control by the Secretary of State and funding by the eight Welsh education authorities.

The document says that setting up a separate body for Wales would be either of the models proposed for England would not be appropriate to a country which has only one large university, four specialist colleges and one voluntary college.

It argues that there would be no "adequate merit" in extending the special body to cover Wales, which includes the body of Wales, which would be against such a move.

The solution the Government offers is a small change in the way the setting up of a tripartite body made up of representatives of the Welsh Office, Welsh Education Committee and Welsh Joint Education Committee, or the association of a more widely representative committee meeting at intervals to discuss major policy issues. All existing contacts could remain built on.

Suicide verdict on two found dead in forest

Two teachers found dead in a forest after being suspended from their jobs after an allegation over their relationships with pupils were themselves, an inquest decided last week.

Mr Gordon Clapton, 44, head of the English department in Hillingdon school in Hillingdon, and David Totman, 42, who was at the same school, were found dead by children at Savernham, Wiltshire.

They had been suspended from their jobs after the education authority carried out an investigation into the allegations. Police were carrying out an investigation.

Political activities threatened woman's professional standing

Jailed teacher faces inquiry after suspension

by Richard Garner

The story of how an "excellent" mathematics teacher placed her entire career in jeopardy through becoming a "professional agitator" unfolded at a court hearing in Birmingham last week.

Bridget Parsons, 32, a teacher at George Dixon school in Edgbaston, was jailed for six months after being found guilty of hurling a missile at a police convoy during riots in the Birmingham suburb of Handsworth last month. She had pleaded not guilty to the charge.

She was immediately suspended from her job without pay - and now faces a disciplinary hearing at which she will be represented by her union, the National Union of Teachers.

The court was told that Miss Parsons, who was a family friend of Robert Mugabe, the premier of Zimbabwe, and attended his victory celebrations last year, had twice previously been arrested during political demonstrations.

Her solicitor, Mr John Warner, told the court: "It is almost inevitable as night follows day that she will lose her job and her career. She appears to be a woman who is motivated by strong feelings about race relations. It is clear this has got her into trouble in the past."

The court was told a police van was stoned by a crowd as it drove down the street and that two policemen had tried to arrest her. She swore at them and raised her arm as if to throw something. One PC hit her on the arm with his truncheon and she ran off but was caught after a 100 yards chase.

She claimed she had been drinking with friends in Handsworth that night and she got caught up in the rioting and denied throwing anything at the police. However, magistrates found her guilty of hurling a missile and of using threatening words and behaviour.

She was suspended from her job temporarily but later issued with a final warning over her behaviour and transferred to George Dixon school.

Miss Parsons, who is a member of the Socialist Workers' Party, and the Anti-Nazi League, was included on a list of anti-racist teachers drawn up by the National Front and published in their youth magazine, Bulldog.

It was her anti-racist activities which led to her arrest outside a nightclub, which had been accused by the Commission for Racial Equality of refusing entry to people from ethnic minority groups.

She was suspended from her job temporarily but later issued with a final warning over her behaviour and transferred to George Dixon school.

After the case, Mr John Fox, deputy education officer for Birmingham, said: "She is regarded as a very competent maths teacher and has been at George Dixon for the past year."

Mrs Sylvia McCulloch, chairman of the school's board of governors, said Miss Parsons was an excellent teacher whose political activities had threatened her professional standing. She had already been given a final warning about her behaviour.

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They were told she had been arrested in 1979 after assaulting a policeman, cracking two of her ribs, after a protest against racial discrimination outside a Birmingham night-club. A year later, she was found guilty of causing criminal damage to a policeman's mackintosh after a demonstration against the National Front.

Mr Warner told the court that she had suffered through adverse publicity and had even been criticized in Parliament. Mrs Jill Knight, the Conservative MP for Edgbaston, had raised her case in Parliament and submitted information about her to Mr Mark Carlisle, the Education Secretary.

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Bridget Parsons: strong feelings about race relations

Last year, she was warned again about her behaviour after being fined at Corby magistrates court for ripping a policeman's coat during a protest against the National Front march.

Mrs McCulloch said that since Miss Parsons' arrest there had been a number of complaints from parents about the effect the teacher could have on their children. The Department of Education and Science said that so far no action had been taken on Mrs Knight's submission to it.

Mr Tony Pearce, West Midlands regional official of the TUC, said

that Miss Parsons would have severe difficulties in finding job if she was dismissed by Birmingham, though she would not necessarily be disqualified from being a teacher following her conviction.

Teachers' involvement in political activities was left to their individual consciences and their perception of the risks involved, he added. One West Midlands teacher had already previously been warned and later dismissed after similar incidents. The union would be representing Miss Parsons at any disciplinary hearing.

TUC urged to drop youth scheme

The TUC is to be urged to withdraw all trade union cooperation from the Work Experience on Employers' Premises scheme, which provides thousands of jobless youngsters with work experience with employers.

The final agenda for the TUC's annual conference in Blackpool next month shows that trade union anger over allegations that work experience schemes are being used by employers as a substitute for real jobs will dominate the conference.

A motion tabled by the Society of Civil and Public Servants calls on the TUC to set up an alliance of public sector unions which can unite in opposing Government plans to restrict pay increases to less than five per cent next year.

The education debate will be launched by a call from the National Union of Mineworkers for an incoming Labour government - in addition to restoring the cuts - to provide a system of free comprehensive education for all from nursery to university and to abolish all private education.

In addition, the National and Local Government Association is urging legislation both to give all young people under 20 the right to take a minimum of one day a week off for further education and to end the system of discretionary awards for adult education courses. The latter, it is urged, should be with a system

which allows people who have not yet been employed to be in no worse financial position if they undertake education or training than if they had remained on the dole.

On local government finance, the Educational Institute of Scotland, which is protesting over the loss of jobs in education in Lothian following Government demands for reductions in services, says present Government policies are a serious abuse of the democratic process.

On pay, the Civil and Public Servants Association is calling for the TUC to set up an alliance of public sector unions which can unite in opposing Government plans to restrict pay increases to less than five per cent next year.

Meanwhile, a motion proposed by the Post Office Engineering Union to alter the way in which members of the general council are selected by allowing every union with more than 100,000 members at least one seat would pave the way for the National Association of Schoolmasters/Union of Women Teachers to be represented on it for the first time. At present, only Mr Fred Jarvis, general secretary of the National Union of Teachers, sits on the general council from the teachers' unions.

Higher Education, will also be standing for election for the first time.

He is one of six men contesting the five seats reserved for public service employees on the general council. Mr Fred Jarvis, general secretary of the National Union of Teachers, who at present holds one of the five seats, is standing for election again.

In addition, Mr Peter Dawson, the general secretary of the National Association of Teachers in Further

Education, will also be standing for election for the first time.

He is one of six men contesting the five seats reserved for public service employees on the general council. Mr Fred Jarvis, general secretary of the National Union of Teachers, who at present holds one of the five seats, is standing for election again.

New call to scrap dole changes

The Government came under renewed pressure this week to scrap changes in social security payments which have prevented summer school leavers from receiving supplementary benefits until September.

It emerged this week that the Department of Education will be studying returns from all the examination boards next month in an attempt to assess whether the changes have caused a drop in the number of youngsters staying on to take CSE and GCE examinations.

Initial responses show a sketchy picture - with schools in the more affluent areas reporting little change while those in inner city areas have reported substantial numbers of youngsters leaving school early.

Even so, the National Association of Head Teachers believes the picture may not tell the whole story and fears that - if the policy is not reversed immediately - even larger numbers will stay away next year.

They base their claim on the fact that the changes received little publicity this year until youngsters had already made up their minds what to do and some head teachers did not publicize the changes.

Mrs Lynda Chalker, Under-Secretary of State for Social Security, announced that the Government was keeping the situation under review in a letter to Mr Frank Allaun, Labour MP for Salford East. However, she rejected a plea from him for an immediate change in the wake of the recent inner city street disturbances.

Mr Allaun said such a change would have been an important short-term step to defuse the anger of out-of-work youngsters.

Mr David Hart, general secretary of the NAHT, said his organization believed the changes should be reversed immediately - even if the statistics being compiled by the DES did not show that large numbers of youngsters were leaving school at Easter to qualify for unemployment pay and not staying on to take examinations.

Bus fare concession

Children in Nottinghamshire will qualify for reduced bus fares until they leave school or sixth-form college from the beginning of next term.

The Labour-controlled county council is allowing 14 and 15-year-olds to qualify for a half-price fare and travel cheaply on the buses to and from school and at weekends during evenings and school holidays.

In addition, those over 16 who may be on maintained schools or in sixth-form colleges will be able to buy child bus passes for their journeys to and from school.

The cost of the improvements to the county council is estimated at £380,000 but Mr Malcolm Lee, chairman of Nottinghamshire County Council's environment committee, said: "It will be a great help to parents."

In addition, if the daily fare paid by a child or student costs more than 30p, it may be possible for parents to claim back the difference. The cost of this fixed daily limit scheme is expected to be an extra £23,000.

Scholarships

Young teachers and those training to teach are eligible for two £500 scholarships awarded by the Stanley Hewett Memorial Fund to enable them to travel abroad to compare education systems in other countries. Further details from the fund at 22 Bourn Road, Coltsworth, Grantham, Lincs NG33 5JE.

Certificate holders likely to ride 'dangerous' bikes, says survey

Heads fear for cyclists on busy roads

by Richard Garner

Many primary and middle schools ban children from riding to school on their bicycles, says a new report.

The report, by the Transport and Road Research Laboratory, does not give reasons for the ban, but Mr Don Blenkinsopp, president of the National Association of Head Teachers, said he was not surprised by it.

"I think that would be true," he said. "Many head teachers in primary schools don't allow it because there is so much traffic on the roads nowadays and most children have to cross or go along main roads to get from home to schools."

"It is not that we are being spoilsports, but the roads are just so busy nowadays that even if a child has obtained a cycling proficiency certificate, it's no guarantee they will not be hit by a car."

Mr Blenkinsopp added that many schools also may not have enough storage space for bicycles to allow children to ride to school - as was the case in his school.

The report also claims that children who have passed their cycling proficiency test are more likely to have ridden to school on dangerous

bicycles than those who have not.

A survey carried out by the Transport and Road Research Laboratory tested the bicycles of 439 children at 200 primary and middle schools in England and Wales, and a further 25 primary schools in Strathclyde in Scotland.

It revealed that of the youngsters who had taken and passed the National Cycling Proficiency Scheme 32 per cent had bicycles in good condition and 42 per cent had bicycles in a dangerous condition. Of those who had not taken the examination, 40 per cent had bicycles in good condition and 30 per cent in a dangerous condition.

The survey concludes: "One possible reason is that since the children in the survey were almost all less than 13-years-old, they may rely on adults to maintain their bicycles."

"Even those who have taken the NCPS training and who have been taught the importance of proper maintenance may not feel confident to tackle it themselves."

Although they may point out the faults on their bicycles to adults, the adults may not repair the faults. If this should be the case, it seems

unfortunate, since many of the faults found were merely matters of adjustment which the children could probably put right themselves.

"Another possibility is that although the maintenance of the bicycle is included in the training syllabus for the NCPS, it may not be given much emphasis by instructors."

The survey also revealed that girls were more likely to have safer bicycles than boys - with 47 per cent of girls having theirs in a good condition and 26 per cent in a dangerous condition compared with 31 per cent and 39 per cent respectively.

Mr Blenkinsopp, commenting on the results of the survey, said he knew of no schools which insisted that children have a proficiency test certificate before they were allowed to cycle to school.

However, he said he felt it would be a good idea - provided head teachers had the support of parents for such a move.

The state of maintenance of bicycles ridden to primary and middle schools, written by Pat Wells, is published by the Transport and Road Research Laboratory.

In brief

Merger makes new school

A new secondary school for 900 pupils has been formed from the merger of two secondary schools in Fulham, West London. It will be called Fulham Cross school and will be the amalgamation of Mary Boon and Fulham Gilliat schools.

Miss Jean Burroughs, a former deputy head of Brentford secondary girls' school in Hounslow, is the new head of the school.

Countryside teaching pack

A group of primary school teachers in Suffolk, Gloucestershire and Hereford and Worcester are working on a teaching pack to be published by the Countryside Commission.

The pack, which is expected to be available to schools in the winter, is based on a series of pilot projects by children from nine schools.

The projects were intended to let the commission's store of landscape knowledge as a basis for school study in a wide range of subjects. It is also aimed to teach lessons about the environment.

Girls in engineering

England's oldest boarding school for girls is to offer a new vehicle engineering course from the start of next term. Girls at Queen's School, Oswestry, who want to become engineers or simply to learn how to cope with their cars will use a specially acquired ex-army instruction unit mounted on a demonstration frame to help them with their studies.

Technician course

Courses tailored to meet industry's needs for technician designers are to start in eight colleges this September for a three-year experimental period. The courses are intended to produce people who have practical engineering knowledge, creative abilities and a good draughting skill, and will lead to a Technician Education Council Higher Certificate in Engineering Design.

BSc option

A new degree starting at Leicester Polytechnic next month will enable intending teachers to gain qualified teacher status plus a BSc honours in the same four-year course. Students who decide at the end of the first year of teaching practice that they do not wish to teach will complete the BSc honours in three years (or in four years with a "sandwich" year in industry).

Video at library

Attack of the Killer Tomatoes and The Bugs Bunny Cartoon are among the titles available on loan at 16 new libraries from this week along with video games such as space invaders, miniature golf and chess.

Surry, which prides itself as a first county to introduce space invaders in public libraries, will be offering a week for the video film and 50 games for the games which are available at only four centres.

Six for China

Six teachers left Britain this week for two years' voluntary service in the Republic of China.

The visit is believed to be the first by British volunteers to China since the 10-year cultural revolution began in 1966. The six, who are being posted by voluntary service overseas, will teach English in colleges and universities in the less developed areas.

They are Rob Wallen, 28, and wife Jenny, 27, from West Hampstead, London; Hilary Thompson, 33, of Motcombe, Lancs; Susan Sparkshall, 34, of Bristol; Julie Ricketts, 30, of St Asaph, Wales; Amanda Gillis, 27, of Tadworth, Surrey.

Montreal conference looks at problems faced by gifted children

Talent up against hostile teachers

by Olga Wojtas

Teachers frequently dislike gifted children, seeing them as troublemakers who could undermine their authority, an international conference was told this week.

Several speakers highlighted this as a problem at the fourth world conference on gifted and talented children which was held in Montreal and attracted 1,200 delegates from more than 40 countries.

Speakers from the United States said they had avoided the problem of teacher hostility to gifted pupils to a large extent, as many states now trained teachers specifically to teach gifted children in special classes.

But it was felt that this might have prevented the emergence of parent pressure groups such as those in Britain.

The conference heard that there has been considerable caution in Britain over establishing special classes for the gifted. A major influence in their education has been the establishment of "explorers clubs" by branches of the National Association for Gifted Children. These are unrelated to school work, although usually run by teachers and parents.

One of the major obstacles to education for the gifted is that many people see it as elitist and divisive,

president of the World Council for Gifted and Talented Children, said. "But it doesn't make them troublemakers in special classes who come out of school thinking they're normal and everyone else is extraordinarily stupid". But the normal curriculum could be supplemented by enrichment programmes and the child could also be put forward one or two years, Mr Collis said.

Dr George Cramer, of the College of Ripon and St John, York, maintained that teachers could not afford to have the full responsibility for educating such children, and parents must have the right to comment on the curriculum, as they do in America.

It was emphasized that teachers must realize that while gifted children can be well advanced mentally, their emotional age is often lower than their real age.

Attention was also drawn to the danger for children, highly skilled in one subject but less able in others, whose parents and teachers concentrated on that one skill which in all likelihood would flourish anyway.

One of the major obstacles to education for the gifted is that many people see it as elitist and divisive,

although most delegates were at pains to emphasize that they see gifted children as different rather than of more value.

The conference was told that within the past two months, the new Labour-controlled Nottinghamshire County Council had axed a pilot curriculum development project extending education for the gifted in five local comprehensive schools, which had been a Conservative initiative years earlier.

Mrs Ethel Milroy, the inspector director of the project, said it had been opposed on political, not financial grounds, although it had avoided any narrow definition of gifted.

"I believe schools are not educational soup kitchens for the children of the poor, but must be able to offer children opportunities for the highest achievement", she said.

"There are some children who are limited by the traditional ceiling of curriculum and exams, and their personal needs should be attended to as well as those of children with the severest learning difficulties."

Of the teacher unions, only the Professional Association of Teachers had opposed the project's closure, Mrs Milroy said. "They seem more

concerned with teachers' conditions of service than educational opportunities."

Mrs Milroy also said that during the project the traditional dichotomies between girls' courses and boys' courses had remained. "If we can't equalize access for very able children, what does that mean for everyone else?"

Delegates from various countries said parents and teachers invariably identified twice as many boys as girls as being gifted. There were suggestions that this might be an accurate assessment, as there are fewer handicapped girls than boys, but there was a strong feeling that this was simply a reflection of society's lower expectations for girls.

Although the conference did not produce a unified strategy for educating the gifted in the future, the experts seemed happy to have met one another and discussed different countries' approaches, but some parents who had attended were less well pleased.

"These academics still treat our children as objects", complained one. "Parents just seem to get left out."

'Children's potential underrated'

by Virginia Makins

The father of the girl who took A level maths this year when she was only nine years old taught her just like the best primary school teachers, said Mr Norman Thomas, Chief Inspector for Primary Education.

Speaking at the annual Plowden conference in Lincoln this week, he asked how many other children might be led to understand enough mathematics to reach A level standard by nine.

Primary teachers' low expectation of children's capabilities in many schools was one of Mr Thomas's main themes. "To what extent do we take children far enough - not so they're strained or 'stretched', but so they feel rewarded in what they do," he asked.

Unless teachers developed a general view of what intellectual notions they wanted children to grasp, they would not be able to take children as far as they might go, he said.

Mr Thomas outlined a depressing scene for primary teachers in the next few years, with numbers of children and teachers still dwindling and the reluctance to put resources into a shrinking system. He said the consequences for the education of individual children still had to be faced. Many more would be in mixed age classes, when all the evidence shows that many teachers find such classes difficult, and children in them often follow a restricted curriculum.

He said there was a serious danger of parochialism as local authorities increasingly kept their own teachers and did not recruit from outside. But the depression in morale was the most serious difficulty to be faced.

"It would be easy for the mood of depression to take on a life of its own, that is not justified by the facts," he believed that teachers, spurred on by the children, and by the quality of work they could produce when they were well taught, could maintain progress in primary education even in hard times.

Although immediate promotion prospects for young teachers were limited, with many fewer scale 2 posts, they would still have a better chance of becoming heads than teachers in the past.

Mr Thomas ended with a plea for primary teachers to try to end the divide between primary and secondary education. "The worst thing for a child is to have two parents who disagree, and to be treated in different ways, and I am not sure that primary and secondary treatment of children isn't rather like that."

"I'm not talking of exam requirements, but of getting children to learn at the rate at which they're capable. If all primary schools made the kinds of demands on children that are made in the best schools, and had higher expectations, the move to secondary would be less of a change, and there would be less of the frustration that some children feel in some primaries."

London University cuts deeper

London University has had to make much more severe cuts in some subjects than those recommended by the University Grants Committee in order to keep within the overall targets for student numbers.

Some science subjects - biological sciences, agriculture, architecture, pharmacy and other para-medical subjects - are to lose 28 per cent of their students by 1983-84, a cut almost three times sharper than the 11.3 per cent implied by the UGC in its letter to London. This is so that subjects like maths, engineering and nursing can be maintained at their present level or even increased.

In the arts, the overall cut in numbers will be 6.9 per cent, compared with the 3.7 per cent implied in the UGC letter.

The impact of the cuts is revealed in letters to college principals sent out by the university court's allocation of funds for 1981-82.

Chris Ferner reports on the four-day National Cycling Proficiency Course

Wobbling away from the kerb, the small boy shoots out his right arm to signal that he intends to move his bike in that direction. Just as suddenly he grabs hold of the handlebar again and struggles to steady his balance.

"Stop," the man calls to him. "Go back to the kerb and try again. You didn't do your safety start. Look over your shoulder for traffic before you go into the road."

The nine-year-old lad is the youngest of a group of 10 children who are on their second day of the four-day National Cycling Proficiency course. The eldest is 13, and obviously more coordinated.

The course is offered year-round to most schoolchildren aged nine and above, but has its peak during the summer break when the weather tends to be more reliable. Each session lasts for three hours.

In the London borough of Ealing, more than 1400 children have gone through cycling proficiency since Easter. They have been taken through the drill by the council's road safety officers. The courses are advertised by posters in schools and notices in local newspapers. Children write in to apply and are sent Highway Code books and study sheets.

The first session is spent teaching children to ride their bikes slowly and with control. Most have never ridden their bikes in the road and they waver to stay upright. But with practice, they improve a great deal by the second session, according to Mr Peter Trilbach, assistant road safety officer.

Tapes and road signs turn a far-nac playing court into a heavily travelled road, and Mr Trilbach constantly reminds the children of



The first session is spent learning how to ride slowly and with control.

Red badge of safety

imaginary cars - "Safety start", "Look behind before you signal".

"Feet" is another of his commands, to remind the children to push the pedals with the balls of their feet rather than the hump because it will give them better control. He also calls out to make them follow the kerbs of the notional road.

The sessions are taken up with the practice of turns and signals, how to dismount and park the bike on the kerb and how to make an emergency stop, applying the left brake slightly before the right.

Halfway through a session, the children put down their bikes for a 30-minute classroom period on the Highway Code. They are supposed to have written up on the meanings of road signs and markings and traffic light sequence. Answers to these are

specific, as set out in the book. But when Mr Trilbach gets to "The law's demands", the children seem to think the floor is open to debate, particularly on the controversial subject of riding a bike on the pavement.

One child is so appalled to learn that it is illegal that he says he will take no chances and carry his bike home, even if his father tells him to ride. Mr Trilbach tells him to obey his father.

Outdoors again, parking practices go on. An older boy wonders aloud why he is bothering to learn this manoeuvre, as he would not dare to leave his new bike parked on the kerb where it could be stolen. He would chain it to a post. But Mr Trilbach explains that he is learning this because it is in the exam.

Passing the exam is the point of the whole course. Children must pass with a score of at least 75 per cent to get their red triangular badge and certificate. High scorers get "Olympics" medals, and some children repeat the course to try to win a medal with a better score.

But the biggest reward from passing the exam is that the child can ask his head teacher for permission to ride his bike to high school.

Anyone over the age of nine can apply to take the course, including teachers. Recently, a teacher took course at Ealing, the children on a terribly good at cycling. In fact one of the children finished with a higher score. Mr Trilbach, who once taught driving at a police academy, says he shows no favouritism.

Leeds parents object to open plan school

by Bert Lodge

Parents objecting to open-plan schooling are fighting a Leeds city council decision on the future of their village school.

They have already won one victory. Faced with the necessity of closing either the Church of England junior school or the county infants' because of falling rolls, the council, after two changes of mind, finally decided to retain the church school following intense pressure from the residents of Barwick-in-Elmet, six miles from Leeds.

The original decision last year would also have meant the church school continuing in its own building. Now the council is insisting that the remaining school, although C of E, should transfer to the infants' building despite a parish council referendum showing the villagers 9 to 1 in favour of the church school remaining where it is.

Mr Bernard Atkin, chairman of Leeds education committee, said last month that while parents had every right to say what sort of school they wanted, the choice of building was a matter of practical expertise.

the city's schools sub-committee said. "The local authority's view is that we must maintain a county building."

Meanwhile, a group of parents has produced a 20-page comparability study of the two buildings with the help of documents from the city architects' department. It concludes: "The church junior school building is superior on almost all counts. The infants' building is superior only in the overall capacity and floor areas. Other factors taken together far outweigh the mere size difference in the buildings."

It is clear that mistrust of open-plan schooling is the main thrust behind the parents' campaign. The infants' building was purpose-built in 1970 on "open-plan" lines with no doors between classes and toilet facilities integral with classrooms.

One paragraph of the comparability study begins: "The main point at issue regarding the buildings is 'open-plan' versus 'individual teaching rooms'. There is a strong feeling in the village that the best environment is given by the individual classroom layout. This view is

now supported by current leading personalities in education."

To support their case, the parents cite extracts from *Open Plan Schools* by Neville Bennett and others, published last year by the National Foundation for Educational Research. This shows, according to a leading article in the March issue of the magazine *Child Education*, "there was too little consultation" between architects and teachers with the result that design criteria and educational criteria were not matched.

Perhaps the most significant statistic in the report is that only one-third of the teachers consulted said that they preferred to work in open-plan schools - and these were teachers who were actually trying to compete for facilities, physical strain and concern about (flood or difficult children who tend to be overwhelmed in the open-plan environment were among the reasons given for the teachers' preference.

Mrs Christine Nottingham, one of the parents leading the campaign, said this week that her older son had

gone right through the primary system and the younger was in his last year in the junior school.

"Many of us have not been satisfied with the results of the open plan schools. The whole thing was really built for economy. Most of us are worried by the conclusion of the magazine article that we are stuck with the 10 per cent of open plan schools already built and they are not adaptable."

The Reverend Glyn Wilkinson, rector of Barwick-in-Elmet, said the junior school governors had written to the DES asking a "legal" extension to the notice issued earlier this year after the original decision by the city council.

The notice said the church junior school would become a church junior and infants' remaining in the same premises. At a meeting last month the governors decided they would not seek withdrawal of that notice.

Mrs Nottingham said the change-over was originally timed for September this year. The way seeds had dragged it out means nothing can happen now before next year.



Youngsters from Brooklyn rub shoulders with traditional London during a recent two-week visit. Twenty-six young New Yorkers came to stay with families in New Cross, South London. Nineteen of their young London hosts then returned with them to New York. The exchange scheme, which brings

together children from poor inner-city areas on opposite sides of the Atlantic, is financed by money raised in Brooklyn and New Cross and by five American banks in London. This was the second year of the exchange. Next year it is planned to extend the scheme to other parts of Britain.

English language schools dissent

by Hilary Wiles

A babble of voices is rising from the country's hundreds of English language schools. Not the sound of Swedes, French and Japanese laboriously going through their paces, but an outcry of dissenting views on whether, and if so how, these highly varied establishments should be officially recognized.

Proposals for a new and much extended system of inspection are being promoted by some schools, but actively opposed by others who see them as monopolistic and smacking of state control. The Alliance of Small Firms and Self-Employed People Ltd (ASFP), which is campaigning against the scheme, is seeking a meeting with Mr Nicholas Ridley, Minister of State at the Foreign and Commonwealth Office, to present its case.

Last November the Department of Education announced it would be withdrawing its system of inspecting full-time language schools next year.

The Association of Recognized English Language Schools (ARELS) and the Federation of English Course Organizers (FELCO) then approached the British Council to see if it could offer an inspection service.

The service discussed was a much wider one than that offered by the DES, to include part-time schools as well as the much smaller number of full-time ones.

A working party is now looking at details of such a system, and the British Council has written to 800 language schools asking if they would support such a scheme. Costs, it suggests, could be met partly by the promotion of recognized schools and partly by the council overseas, but inspection would probably cost about £300.

The ASP also accuses the British Council of seeking to replace lost government funds by charges for inspection and of breaking its charter by acting as a commercial recruitment agency overseas for ARELS schools.

The British Council denies the allegations, saying it intends only to cover costs in any inspection service and that it is obliged to direct students to schools in Britain which carry some guarantee of quality.

A decision on any new system of recognition is due to be taken in the autumn, once the working party has

letter says the way will have been reported.

School to work

Edited by Mark Jackson

TUC could withdraw cooperation from training Unions recruit school leaver shop stewards

Richard Garner and Mark Jackson

Sixteen-year-old school leavers are getting union training as shop stewards so that they can spearhead a drive to unionize youngsters in the Youth Opportunities Programme. Their appointment is part of a staggeringly rapid change in the attitude of the unions to young people which may profoundly affect national training arrangements and industrial relations.

Until now the unions have not believed that the young have any special importance to them as members or any part to play as a group in policies. They have made no sustained attempts to recruit them, or to give them representation of the kind which for instance women members get. And even though youth unemployment and training have become key issues for the TUC, the unions until now have tried to settle them with employers and Government over the heads of the young and their organizations.

But in the past few months there has been a sharp break from these attitudes, both at the centre and up and down the country. With the young unemployed becoming an increasingly significant proportion of the country's potential labour force, unions are beginning to see them as an important field and may even be competing for their membership.

At the same time the TUC is being forced to relinquish its hopes of deciding policies for the young by a private consensus with employers and Ministers. Its repeated unofficial warnings to the Government that it could not go on amiably planning the future reform of the training system, as set out in the Manpower Services Commission's new Training Initiative Proposals, if the Government persists in dismantling the training boards and trying to force down young people's wages, have been disregarded. Now the TUC is starting to talk about withdrawing formally from all cooperation with the Government on training; and already the union leaders are trying to build up, instead, a new alliance with the youth organizations and the voluntary agencies working with young people and with the unemployed.

The first evidence of this new link-up against the Government is the big countrywide campaign due to begin this autumn to demand a better deal for the young jobless. As significant, in the longer term, may be the moves which the Labour party is trying to make to get the unions to take a greater interest in the Young Socialists. Mr Ron Hayward, the party's general secretary, has invited those unions which are affiliated to the party - the majority - to send representatives to the majority conference. Union right wingers are likely to resist the move for fear that it will strengthen the influence of the YS, and therefore of the Militant tendency which is said to control the organization. Mr Andy Bevan, the national organizer of the YS, is making the obvious reply that it is offering the chance to swamp the existing YS leadership.

But unionists who do decide to send representatives to the YS are likely to consider having them elected by their young members throughout the country - which means setting up some kind of youth network within their own organizations. Once that happened, young unionists would get a voice of their own, and a chance to influence union policies significantly. Meanwhile many of the unions are closely watching the National Union of Public Employees' drive to recruit YOP youngsters, which is pushing ahead in the North East, Scotland, Wales and the Bristol area. In the Newcastle area alone, the union has recruited about 1,000 of the youngsters.

The most militant or union-conscious of them are being encouraged to call workplace meetings and get their colleagues to elect them as shop stewards: the union then accredits them and gives them a three-day course in organization. While they are, in YOP, the youngsters pay a reduced union dues of 20p a week; but most of them are only in the programme for a few months. "It's one way it's an organizer's nightmare, having this constant turnover of members. But we've found some of the youngsters are very fine, responsible people, who have a great deal to contribute to the union," says Keith Hodgson NUPE's education officer in the North East.

NUPE confines itself at present to recruiting youngsters on projects run by public authorities or voluntary agencies, on the basis that it already recruits ordinary employees in these fields: it tells youngsters in YOP schemes run by private employers which other union they should try to join. But NUPE encourages youngsters who leave YOP to stay in the union, when they return to the unemployment register, and reduces their contribution to 50p a week. It means that the union is likely to build up, over the next few years, an increasing membership among the unemployed, who in the past have been excluded from the union movement.

Hundreds of YOP youngsters are expected to join in the rally today in



YOP trainees: The shop stewards of the future?

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Newcastle's Eldon Square, organized to protest over pay and conditions which has been organized by a committee of NUPE's members in YOP. Mr Tom Sawyer, regional official for NUPE, said: "In this area we have about 5,000 16 to 18-year-olds on the dole."

The rally is in protest over the allowances received by YOP workers - £23.50p a week out of which they have to pay the first £4 of their travelling expenses. It is seen as a curtain-raiser to the week of action against youth unemployment planned by the TUC in October, and follows a successful strike by a group of 120 youngsters working in projects run by the sponsors to restore free mini bus transport which had been withdrawn.

Mr Sawyer said it was difficult to predict how many would turn out for the rally. "We could get as few as 200," he added. "On the other hand, there could be as many as 1,000." There are now about 33,000 young people working on YOP schemes in the northern region.

"It is not planned as a professional high level political protest but more a kind of social event," he said. Bands will be playing as the youngsters arrive at the square - and the speeches, which will include one by a local comedian, Bobbie Thompson, will be followed by playing disco music.

It has been timed to take place at 11am, lasting until lunch-time to avoid youngsters taking too much time off work to attend. Some may be able to join the rally during their lunch-hour, Mr Sawyer added.

However, the Manpower Services Commission warned that youngsters absenting themselves from their programmes would face a loss of pay. A spokesman said: "Our view is that whilst young people can obviously exercise their right and will exercise their right to join the demonstration - this cannot be charged to public funds."

People

The University of Kent has appointed the following as Pro-Vice-Chancellors: Professor M. Irwin, Professor of English Literature and a former Dean of the Faculty of Humanities, for one year; Professor I. C. S. Gregor, Professor of Modern English Literature, for three years; Professor G. Rikayzen, Professor of Theoretical Physics and at present Dean of the Faculty of Natural Sciences, for three years.

The President and the Council of the College of Preceptors have conferred the title of Fellow of the College of Preceptors (FCP), *honoris causa*, on the following persons for their outstanding contribution to education: Mr Terry Casey, CBE, KCIS, General Secretary, NASUWT; Mr Leonard Clark, OBE, KSS, FRSL, formerly HM Inspector of Schools; Mr Samuel John Eggleston, Professor of Education, Department of Education, University of Keele; Mr Norman Franklyn, Chairman, Routledge and Kegan Paul Ltd; Mr Geoffrey Hubbard, Director, Council for Educational Technology for the United Kingdom; Mr James Kelly, Jr, Dean, School of Education, University of Pittsburgh; Mr Frank Henry Klassen, Executive Director, International Council on Education for Teaching, Washington, DC; Mr Kurt Spangenberg, Professor of Education, Freie Universität, Berlin; Mr Alfred Yates, Director, National Foundation for Educational Research in England and Wales.

Dr Robert Wood is leaving the University of London Institute of Education to become Professor of Educational Measurement at the University of the West Indies in Jamaica from September.

Mr Michael Dawson has been appointed head teacher of Mountbridge school for the maladjusted, at Eltham Park, London. He is at present deputy head teacher of Wydale school, Poulton-le-Fylde, Blackpool.

Mr Donald Robinson has been appointed head teacher of Clapham Park School for the partially sighted, in Lambeth. He has been deputy head of Clapham Park for nine years.

Cumbria County Council has announced the following appointments: Mr A. Davis, at present the assistant head of Appleby Primary School, Cumbria, is to be head of Cotehill C. of E. School, Carlisle, from September; Mrs S. Mawer, who is deputy head of Vicerage Park School, Kendal, will become head of Staveley C. of E. School, Kendal, from October 29; Mr B. K. R. Dowler, the deputy head of Chaucer School, Sheffield, will be head of Parkview School, Barrow-in-Furness in January; Mr P. E. Humber, the deputy head of West Somerset School, Minehead, Somerset, will be head of Milnthorpe Secondary School, Cumbria, in January; Mr J. P. Oswald, the head of Messbury Primary School, Shropshire, will be head of Broughton School, Kirkby Stephen, in January; Mr M. J. Waters, the head of Askam School, Askam-in-Furness, will be head of Castle Park School, Kendal, in January; Mr J. J. White, the head of St Augustine's RC School, Lincolnshire, will be head of St Cuthbert's RC School, Carlisle, in January; Mrs K. T. Bolton, the assistant head at Vicerage Park School, Kendal, is to be head of Ulverston C. of E. Infant School from September.

Mr Kenneth Capman, currently senior education officer with the North Yorkshire County Council, has been appointed principal assistant director of education (development and administration) with Derbyshire Authority from November 1.

Miss Catherine Phillips has been appointed head teacher of Malmesbury Infants School, in Bow, London. She was previously acting head teacher of the school.

Mr George Ainsworth has retired as treasurer of the Teachers' Provident Society after 29 years and given up his directorship of Teachers' Association. Taking his place is Mr Eric Anthony of Bedford.

Mr Jack Lethe, previously head of Forster Park Junior school, Lewisham, London, is to be head of the new Forster Park primary school to be formed by the amalgamation of Forster Park Juniors and Forster Park Infants, in September. Mr Lethe has been head of the Junior school since 1970, and has taught in London for 30 years.



Catherine Phillips - appointed head of Malmesbury Infants school



Jack Lethe - new head of Forster Park primary school

Mrs Lorraine Cole has been appointed head teacher of Queensmill mixed handicap primary school in Fulham. She was previously teacher in charge of the language unit at Churchill Gardens primary school in Pinlicko, which she established.

Mrs Jeanette Lewis has been appointed head teacher of Rosemary special school in Islington, London. She was formerly at Tuke special school in Peckham where she was head of the primary department.

Mr N. R. Bomford, headmaster of Monmouth School, has been appointed to succeed Mr Coll Macdonald as headteacher of Uppingham School when he retires at the end of the summer term 1982. Mr Bomford was appointed to Monmouth in January 1977 and prior to this he was a housemaster at Wellington College.

Sir Norman Lindop, at present Director of the Hatfield Polytechnic, has been appointed Principal and Company Secretary of the British School of Osteopathy. He succeeds Mr S. F. G. Bradford, who retires next Easter.

Professor John Lyons has been appointed Pro-Vice-Chancellor of Sussex University, in succession to Professor A. D. Nuttall.

Mr Julian Taylor has been appointed Director of Salford University's Integrated Sandwich Courses Unit. Mr Taylor is a graduate of Imperial College, London and a Chartered Electrical Engineer.

Mr John Deacon, at present master of Bassingbourn Village College in Cambridgeshire, is to become headmaster of Poltair School, St Austell, Cornwall, in September on the retirement of Mr Archie Smith.

Mr Anthony John Sadler has been appointed headmaster of Beckley's RC School, Chesham, Bucks, in September, an independent day school for boys between the ages of 13 and 17.

Mr Philip Skelton, acting head of St Andrew's CE School, Nuthurst, West Sussex, has been appointed head teacher of Marlborough Primary School, Chelsea, London.

United States/Olga Wojtas

Teacher unions angry at treatment of air controllers

WASHINGTON: The President's firing of 12,000 striking air traffic controllers is seen as having implications for future pay negotiations in schools.

The American Federation of Teachers, the country's second largest teaching union, has strongly condemned the President's "union breaking" tactics, and a spokesman said: "We can foresee local and state authorities taking the same kind of action when teachers strike."

In nearly three-quarters of the states, it is illegal for teachers to strike. "This is a bad atmosphere for labour," said a spokesman for the largest teaching union, the National

Education Association, which has 1.7 million members.

The NEA is not taking an official stand on the controllers' strike, but many of its affiliated groups have been vociferous in their opposition to Mr Reagan's move, and many members have been picketing and marching with the controllers.

One affiliate, the Massachusetts Education Association, has accused the President of turning his back on long established practices and procedures involved in collective bargaining.

However, support for the President has come from the National

Association of Professional Educators (many of whose members left the NEA, objecting to its union character) and from the National School Boards Association.

The NAPE has congratulated Mr Reagan on his decisive action, and state directors of the NSBA have sent him a telegram agreeing that public employees should not have the right to strike.

Mr Tom Shannon, the NSBA's executive director, said: "I think the public is fed up with strikes by people who serve the public, and that includes teachers. This has been a very positive sign from the President."

Spain/John Connell

University reform plans weakened

BILBAO: A proposal to reform the entire university structure has been watered down and changed considerably to try to steer it onto the statute book. The original Bill aroused such controversy that it became overloaded with amendments and had to be withdrawn this spring.

The intention of the reform is to replace the present centralized and bureaucratic administration of the universities with a more flexible system, but fierce power struggles are being waged. The Ministry of Education is reluctant to devolve power to the universities and, within the universities, academics are reluctant to give up any of their powers to students and non-teaching staff.

Now the proposed student share of places on the government bodies has been cut by 5 per cent to 25 per cent, and that of non-academic staff has gone down from 10 per cent to 5 per cent. Tenured teachers, in contrast, are to have a bigger say - up from 45 per cent of places to 50 per cent.

Under the new proposals, the Government would maintain control over the appointments. The dons' demand for a sabbatical year has been dropped.

University councils, designed to act as a bridge between the universities and their local communities, should include businessmen, trade unionists and politicians the all-party commission enquiring into the Bill has proposed.

Classroom technical studies boost

SPAIN: A major reform of the Spanish school system has been proposed by the Ministry of Education.

It would replace the present arrangement of three years of middle schooling, followed by one year of preparatory study, with four years of secondary schooling divided into two two-year cycles.

The first cycle would offer a wider range of subjects than that offered to pupils at present and would lead to a certificate of general and technical education. It would have the effect of raising the school leaving age of many pupils, and giving all pupils a broader-based education.

The second cycle would be divided into academic studies, or technical and vocational studies, and would lead to a certificate of professional education.

The proposals have been discussed, and generally welcomed. They are seen as some way of attempting to boost technical education, which in Spain has been in a state of desperate decline since the middle level workers

South Africa/John Kane-Berman

No schools after exodus

JOHANNESBURG: Periodic boycotts attended by riot police and teargas help to ensure that the grievances of black pupils in South Africa's urban areas do not disappear altogether from public view. Much less attention is paid to the schoolchildren in the so-called "homelands", although they vastly outnumber those in the so-called "white" areas.

At the last official count by Pretoria there were two million children in black schools in the non-independent "homelands" and 1.5 million in the "white" 86 per cent of the country. The number of schoolchildren in the three "independent" bantustans (the Transkei, Bophuthatswana, and Venda) no longer features in Pretoria's statistics.

Black schoolchildren do not escape Pretoria's mass population removal schemes to clear unwanted blacks out of the "white" areas. Nor do proper education facilities provided before schoolchildren are shipped out.

For example, in South Africa's newest dumping ground - the 290 square miles KwaNdebele bantustan about 75 miles north-east of Pretoria, hundreds if not thousands of pupils are trying to eke out an education in makeshift tin classrooms, some of which do not even have windows. But those crammed three or four to a desk in these sheds are the lucky ones; others study under the trees - and are sent home if it rains or if the wind whips up a dust storm from the dry surrounding veld.

During a recent visit to KwaNdebele, I visited one of the schools catering for displaced children. The headmaster, Mr Jeremiah Mthembu, said that he had opened at the start of 1980 with 1,100 children; there were 2,184, many of them dumped there, others having

been driven away from white farms and told to go to the "homelands". Malnutrition is a problem, he said. Mr Mthembu said 550 of his pupils had their lessons under the trees. He did not know when a proper school would be built to replace the corrugated iron affair used at present. He added that he had 32 teachers, five of them qualified. The authorities would be willing to pay for more teachers but the problem was persuading them to come and live in Vlakkebaats, the settlement in which his school stands. He had found three more qualified teachers, but they had left because there was no decent accommodation for them.

Officials of the South African Institute of Race Relations - which last year launched a national "Operation Hunger" fund-raising campaign to help destitute families in KwaNdebele and elsewhere - said that even the "black" bantustans have been built in some parts of KwaNdebele were now inadequate for the "vast mass of people moving in".

For example, the Transvaal regional secretary of the Institute and a frequent visitor to KwaNdebele said that one school had only two blackboards for 12 classrooms. She had, however, been able to get three more blackboards for this school from a company that was throwing them out.

According to Pretoria's count, KwaNdebele last year had 48,500 black schoolchildren, 87 per cent of them in primary school, and 979 in secondary school. The numbers have grown to 51,000, but it appears to be increasing all the time.

During a visit to the area last month, Mr Perlman passed six trucks en route to KwaNdebele on one day. He estimates that between them they probably carried 18 and 24 children for whom schooling will have to be provided.

France/Barbara Casassus

Left satisfied at sacking of 13 academy rectors

PARIS: Union reaction to the sacking or "resignation" of half the academy rectors (roughly equivalent to England's local education authority leaders) has been unexpectedly low key, considering the controversy which has surrounded the officials.

It came as no surprise when the Socialist-dominated Government decided to replace 13 of the 27 rectors as well as the vice-chancellor (deputy rector) of Paris. There has been widespread criticism of the previous incumbents, who were accused of having been appointed mainly on political grounds, of adopting an authoritarian approach in dealing with unions and other organizations, and of resisting the directives issued by the

new Government.

National Education Minister M Alain Savary implicitly concurred with these arguments in a statement when the names of the new rectors were announced. Their role was to "inform, discuss and negotiate. Rectors must not engage in politics; they are to carry out a far-reaching reform, enforce government policy and respect the neutrality of the public service," he said.

The response to the initiative was predictable. The right wing press denounced the "witch hunt" in the education sector while some teacher unions and parent associations expressed their satisfaction.

West Germany/David Dungworth

Vocational colleges to expand

West Germany's advisory body on higher education, the *Wissenschaftsrat* (science council), has recommended the further expansion of the *Fachhochschulen* (colleges of advanced vocational education).

The Federal Republic has 125 of these colleges located mainly in the big cities. Most of them were created between 1969 and 1971 by upgrading former engineering schools and the technical colleges. Their student numbers increased from 89,500 to 182,400 during the past decade, and they now admit roughly a quarter of all new entrants to higher education each year.

Although some members of the *Wissenschaftsrat* would like to see the *Fachhochschulen* merged with the universities, majority opinion favours their continued development as separate institutions which it is felt has been the basis of their success.

Together they offer about 50 types of high-level courses in technology, administration and commerce, closely geared to particular careers. Over half their students are reading engineering, 15 per cent social studies, and 13 per cent economics.

Emphasis is placed on practical skills rather than theoretical knowledge, with periods of work experience, forming an integral part of each course. Permanent staff are subject specialists with professional experience and over 10 per cent of lectures are given by part-time teachers from industry, business organizations and public administration.

Full-time teaching staff with appropriate qualifications are awarded the title "professor". Their normal teaching load is 18 hours a week which is three times greater than that of their counterparts in the universities. This fact, together with the relatively small size of the *Fachhochschulen* - most of them have between 1,000 and 3,000 students - enables much of their teaching to be done in small groups.

The vocational colleges provide a narrower but more intensive type of higher education than the universities. Courses, leading to qualifications such as "graduate engineer", "graduate economist" or a diploma in the subject concerned, last three-and-a-half to four years including practical training, whereas the average university student takes more than six years to complete his studies. Thus, although college undergraduates form less than 20 per cent of the total student population, they take almost a third of the academic examinations held each year in the Federal Republic.

Other advantages of the *Fachhochschulen* over the universities noted by the Science Council are their ability to attract a higher proportion of young people from working class families and their significantly lower student drop out rate.



Eking out an education in the KwaNdebele bantustan

Letters

Work schemes should create real jobs

Sir, - It is pointless to ask employers to take people on for non-jobs, with or without subsidy, and arguments about the amount of weekly payment serve only to deflect attention from the important issues.

The future of this country depends on the provision of people with specific definable skills. This can only be achieved by skilful selection, training for either one specific skill or a group of related skills, followed by a substantial opportunity to practise the skills acquired. This is what the NCC Threshold scheme offers, and there are more than 1,000 employers to testify to its success.

Even so, when a manager is controlled by head count, and has specific objectives to accomplish, he cannot be expected to take on supernumeraries, regardless of how low their salaries are in proportion to those of an adult employee. The result, over the last few months, has been that Threshold trainees, after a period of up to 15 weeks doing practical programming in a computer installation, on an MSc training allowance, then have to let their programming skills (skills sorely needed in the future) rust away on the dole.

A consultative document "A New Training Initiative" issued by the

MSC, speculates on the reception that employers might give to the idea of employers paying a training allowance, rather than a salary, to a trainee. The advantage of this proposal would be that at almost no cost (£27.50 a week) an employer could retain and refine essential skills against the time, usually not many months away when an existing programmer will leave and so make a job available, within the head count.

If employers need a financial inducement to behave in this rational way, so be it, but in my view, before lashing out our money like a sower in the field, the Government should be offering to employers young people properly selected and trained for scarce skills of the future, and exploring further with employers, unions and the youth employment lobby (whoever they may be) the "New Training Initiative" proposal of a training allowance for trainees.

GEORGE PENNEY,
Director,
National Computing Centre
Threshold Scheme,
Oxford Road, Manchester.

Sir, - Sarah Bayliss (July 27) gave a very fair summary of the scheme put

forward by Sheffield City Council for a diversion of government money away from propping up employment into creating part-time jobs.

However, there are some points which I would like to put right. First, in detailing my aims for the scheme she quoted saving money first in a list of three objectives.

While one might expect that element of the scheme to appeal to the present government, it is not the first priority for me or the City Council.

The overriding concern is, of course, to create real jobs for many of those workers who are presently unemployed. The attractions of the scheme I have put forward are that it does that at the same time as providing real benefit to the community, and it costs less than unemployment.

The article also detailed payments which unemployed workers might be taken on for but I want to emphasize that the figures outlined, £25 for young people and £50 for adults, are the levels of subsidy which we have suggested, not the rates of pay.

It is more important to understand that the scheme envisages paying the appropriate trade union rates to all workers taken on under this scheme. The Council has said it will add sufficient to the subsidy to make it

up to the appropriate part-time wage.

And of course it is this element which will avoid the "cheap labour" accusation since it will not be cheap labour. It will pay proper hourly rates for shorter hours.

The only disadvantage of the scheme which I recognize is that it will offer less than full-time work and will therefore yield less than full-time pay. It is a scheme for part-time work and will give part-time pay and conditions as negotiated between employers and appropriate unions.

But I am convinced that there are thousands who would welcome such work rather than unemployment.

What is frustrating is the lack of positive response from central government. While Mrs Thatcher simply proposes a subsidy scheme which will only be available to pay cutters and is likely to be used by unscrupulous employers in the same way as the Youth Opportunities Programme is increasingly being used, to prop up jobs which are essential anyway and to depress pay rates.

MIKE BOWER,
Joint Deputy Chairman,
Education Committee,
Sheffield City Council.

were those of the Conservative Party. Some of them may be, others certainly not.

This act of "political spite" as it comes as no surprise to those who have been involved in Party growth over the past decade. But it does disappoint us. It seems that some of the other teachers' unions are determined to do all they can to silence the legitimate voice of an association that, from my experience, represents the feelings of many more teachers than its membership figures would indicate. Of what use are they afraid? Could it be that they fear a genuine non-political teachers' union, which stands for the traditional values of the profession, as well as being a technological age, because they themselves are to some extent politically tied to a single party?

Sir, I am proud to belong to a non-political, non-sectarian and a striking Professional Association of Teachers and I have little doubt that during the coming decade, in spite of the attempts of some Gollins to beat this David into the ground, this growing association will be in the van of many developments which will lead to the betterment of the conditions of many teachers.

DENNIS MACKINNON,
The International School of Lusaka,
PO Box K0121,
Ridgeway, Lusaka, Zambia.

Access to files

Sir, - I would be grateful if you would allow me to amend the report by Mark Jackson (Aug 14).

The point I was trying to make is that if psychological services are available to education officers and inspectors, psychologists should inform their clients that this is the case, and that this might do some from seeking help, or limit the information they would be prepared to give.

I also indicated that in some areas no information is passed to other professionals without the permission of clients, who are aware of, and welcome, this confidentiality. In a letter in the same issue, writing as chairman of the division of education and child psychology of the British Psychological Society, I suggested that parental access to files could be facilitated by the psychologists involved in the special education procedure. It seems to me that, if one supports parents' right of access, one should also support their being aware of, and ideally having some control over, others access to files.

LEA PEARSON,
Chief psychologist,
Psychological service and child dance services,
Birmingham education department,
2a George Road, Edgbaston, Birmingham

Sydney school

Sir, - I am currently engaged in writing a history of Sydney Girls' High School for its centenary year. Sydney Girls' High School is the oldest, and oldest State-supported girls' high school in New South Wales, and, as a selective high school, was the nurturing place of many of the first women graduates of outstanding women in a wide range of professions.

During the late seventies I was heavily involved in the dramatic reshaping of the school's membership in South Wales and we were pleased to have recruits from all Cymru, as well as those who had no political interests whatever. Incidentally, I have no doubt that in this particular area those of right-wing sympathies were in a minority, and it was with a degree of satisfaction that I heard a PAT member at the Cardiff conference put down Mr. Carleton, the education secretary, when he suggested that PAT's values

totally incorrect. This is not "nationalization" at all.

I suppose if the term "nationalization" is appropriate at all in this context, then Mr. Carleton's plan ought to be described as "denationalization" from local government ownership to ownership by separate individual corporate bodies for each institution, something which I, for one, would heartily support.

C. M. APLIN,
Chairman,
Croydon Education Association,
9 Woodstock Road,
Croydon, Surrey.

PAT pride

Sir, - Although I now live and work in Africa I was until a year ago a national officer of the Professional Association of Teachers and it was, therefore, with interest that I read of the Nottinghamshire authority's decision to withdraw recognition from the association and your comment on this decision (August 7).

As the person who led the PAT assault on the Government's assisted places' scheme at the association's 1980 conference in Cardiff I think it is about time that the lie was given to the scurrilous innuendo engaged in by some of the association's detractors to the effect that PAT is nothing more than the "Tory party at school."

I, like many others, joined PAT because of a deep Christian commitment and because I believed then, and still believe now, that strikes against teachers lowers their status in the eyes of the community and, a more important point, is inimical to the interests of the children in their care. I certainly did not join to further the interests of the Conservatives or any other political party.

During the late seventies I was heavily involved in the dramatic reshaping of the association's membership in South Wales and we were pleased to have recruits from all Cymru, as well as those who had no political interests whatever. Incidentally, I have no doubt that in this particular area those of right-wing sympathies were in a minority, and it was with a degree of satisfaction that I heard a PAT member at the Cardiff conference put down Mr. Carleton, the education secretary, when he suggested that PAT's values

turned to unsuccessful candidates.

As a manager, I have always taken the view that if the performance of the only person to be told about this is X himself, since he is the only one who can improve his performance. No useful purpose can be served by sending a confidential report to my superiors, to the personnel department or to anyone else.

Thus, should X decide to seek employment elsewhere, he will know exactly what kind of reference to expect from me.

Those in authority might plead that they are sometimes asked to write references for people for whose performance they have not been responsible, so that they have had no opportunity to try and bring about improvement. In that case, it seems to me that they should decline to write the references, since they clearly do not have sufficient knowledge of the subject.

Certainly, where a "confidential" reference falls into the hands of its subject, it should contain no surprises.

JOHN HALSALL,
18 St Michael's Close,
Alphington,
Exeter.

Denationalization

Sir, - Surely there is a contradiction in your report (July 31) on the Green Paper on proposals for public sector higher education?

In her summary of the Government's own proposal, Biddy Farnmore writes, "The legislation would also have to confer corporate body status on most of the maintained institutions transferred to the new sector, and secure the transfer to them once established of proper responsibility for staff, rights and liabilities." Etc. Agreement would have to be reached on the conditions under which formerly maintained institutions would pass into new ownership.

If this is a fair representation of that part of the Government's proposal, I understand it is then your correspondence cannot say in the same article, "The plan would effectively nationalize the bulk of higher education outside the universities and, similarly, the handing to the report, Carleton aims to nationalize non-university higher education. It

widespread.

The average, normally intelligent, person does not need "advice", he only needs a job. But advice is a cheap easy token gesture and we British have a flair for talking a lot while doing nothing. This was well demonstrated during the so-called Brain Drain, when representatives from Britain toured the United States, ostensibly to help Britons working abroad to return to positions in Britain.

The Inter-University Council Re-settlement Fellowships were, to my knowledge, the only really solid help available to returning expatriates and these have now been curtailed, if not abolished.

C. H. BARROW,
Swiss Federal Institute of Technology,
Radio Astronomy Group,
Hochstrasse 58,
CH-8044 Zurich

Sir, - I would like to offer my thanks to Sara Parker for her article "A dicey business" (August 7). As a recently returned volunteer with VSO, it was gratifying to read a sympathetic and factual account of a situation that many teachers returning from overseas are currently faced with.

I feel that I have been very fortunate to have worked with VSO: they have been very helpful with advice over resettlement and employment. Furthermore, it was very nice to feel that though no longer a volunteer, the organization was prepared to help. However, I do feel that the only way on the individual one must take the initiative and help one's self.

There is no doubt that overseas experience counts for very little in the eyes of most U.K. employers. It appears to be a disadvantage. No wonder that many teachers, myself included, opt to return overseas where our experience is regarded as an asset.

ANN RICHARDSON,
The Look Out,
Hay Lane, Pilsley,
East Loos, Copwell

Surprise reference

Sir, - Mr J. Gordon Lawrence, who was with the "practice" introduced by local authorities whereby they employed a number of teachers as

Not Martyrs

Sir, - From the editorial of August 14 it must be assumed that Sheffield is one of "the truly recalcitrant, left-wing, authorities relishing the prospect of taking on Whitehall".

Looked at from Sheffield the picture is less dramatic. We simply believe that the duty of an education authority is to do its best for the education service. Having achieved slightly better than average pupil teacher ratios we want to preserve them. Having encouraged more to stay on after 16 instead of joining the dole queue we need to provide the extra teachers and lecturers to look after them. Given the fact of 8,000 unemployed youngsters in the city we feel we need to provide extra resources to help them.

Whitehall may regard this as recalcitrance, we see it as common sense. We wonder if it is not Whitehall that is being recalcitrant in refusing to face up to the threat of mass unemployment especially among school leavers. We listen with awe to John Biffen's pronouncement that three million unemployed is the price we have to pay to reduce overmanning in industry, wage demands and inflation. Now that the desired target has been achieved, what is the point of further cutbacks or local authorities forcing them to get rid of thousands of jobs and thereby increase the numbers who are unemployed?

The left hand of Whitehall is very concerned about growing social disorder while the right hand is continuing to attack the local services essential to preserve social order. Until common sense returns to Downing Street it is the duty of recalcitrant local authorities to try to preserve the services so vital to the well being of the nation.

PETER HORTON,
Chairman, Sheffield Education Committee,
54 Burgess Avenue,
Sheffield

Experience abroad

Sir, - The recent article concerning British teachers returning from abroad (August 7) makes a distressing reading. There is undoubtedly a considerable prejudice against anyone who has worked abroad for a while. The attitude that "they don't really know how to do the job" is a

Pupils taught to sell and collect

Sir, - I would like to bring the subject of fund-raising in schools into the limelight once again.

Fund-raising has now reached such enormous proportions that the activity merits closer scrutiny. Unfortunately, the activity has taken on the qualities of a sacred cow so that the critic runs the risk of being anathematized by the educational establishment.

Traditionally, children have always contributed a few pence a term to school fund to pay for the little extras, perhaps even a treat at the end of term.

During the past few years, however, a deeply regrettable abuse has developed, partly due to government policy and partly due to heads and

assistants seeing the chance of enhancing image and reputation among peers and critics alike. They have decided that money raising can be a way of quantifying their professional efforts and advertising their achievements in way that classroom work cannot do.

As a result pupils can now find themselves in school time being repeatedly exhorted to sell more raffle tickets, gather more signatures and walk more miles. Such badgering often leads to apathy and resentment; a distorted view of the school's function can develop. Fund-raising may come to be seen as more central than learning.

The fiasco of the Heinz label collection, entered into so naively by

many schools, brought schools' well and truly into the market place. Freedom from commercial pressures and monetary values has been a linchpin of our educational system and has been a major stabilizing factor in the moral development of our young people.

But recently the frenetic pursuit of more and more money to pay for necessities and luxuries in schools through fund-raising has created a climate in which the values of financial aggrandizement and consumer acquisitiveness can find fertile and convenient soil.

KEVIN HEALY,
26 The Quarry,
Alwoodley Park,
Leeds.

Bring back Bullock

Sir, - I read with great interest James Smith's letter "Self-help" (August 7), on the "interrogatory approach" he found so useful in helping pupils to read more effectively. Similar subject has been aired by A. Gardner-Medwin and C. Woodhouse (July 31).

In view of the above, is it not perhaps time to resurrect the Bullock Report? Its policy of Language Across the Curriculum included, among others, the explicit teaching of study skills.

While not wishing to detract in any way from the valuable work done by individual teachers, one can't help wondering whether time, money and energy might not be better spent, had the recommendations of a committee of experts, such as Bullock, been studied carefully, seriously and been implemented more widely.

As it is, it gathers dust on many staff-room shelves up and down the country. Have new studies (such as the latest one "Extending Beginning Reading" which also recommends more teaching of study skills) a better chance?

SOPHIE BARTOSZYN,
43 Gainsford Avenue,
Clacton-on-Sea,
Essex.

Scale for heads

Sir, - Before we become too steeped in commiserations for the fewer Scale 3 posts now being made available in the primary schools (Mr P. Bowie's letter of July 10), let us remember one very salient fact.

The head teachers of Group 1 schools draw a salary that is far less than that of an assistant on Scale 3, let alone one on Scale 4. Yet it is the head teachers of Group 1 schools who have to cover all the specialisms that are the crux of Mr Bowie's letter, by virtue of the fact that with just one infant teacher they have a full time 100 per cent teaching commitment.

In addition to their continuous teaching, they have to answer the phone, cope with injuries, be host to official visitors, deal with parents, and engage in one thousand and one other duties - all while teaching at the same time!

During the years I have been in the teaching profession, I have yet to come across any of the teachers unions crying out for a little for the full-time teaching head, and I have never known them fight for a decent salary for the full-time teaching head of the Group 1 school. At no time have I ever seen a conference resolution from any of the unions that declares that all head teachers should be paid a salary in excess of that of an assistant.

For one, would welcome the introduction of a policy of the teaching profession being paid their salaries on a productivity basis. I welcome it, and I know that, if productivity is the real criterion, then the full-time teaching head would be paid £20,000 tomorrow.

After all, it is the full-time teaching heads who have the most to do in the profession - and for the least amount of pay. By nature of having to do two or three things at once, continuously throughout the day, then it is their productivity that must be the highest. They are also on continuous duty all through the lunch hour. Not like those Scale 3 (and Scale 4) post

holders who slip away in the lunch hour. The Group 1 full-time teaching head is never off duty from the moment he or she gets into the school until the end of the working day.

So come off it, you bawlers of the reductions in Scale 3 posts for assistants. There are many heads of our schools who would love to savour the delights of a Scale 3 assistant's pay.

As for a Group 1 head teacher ever scaling the giddy heights of the Scale 4 assistant's salary, well I can never see that coming about. The teachers unions are simply not interested in the small school heads.

L. A. J. FINCH,
Head teacher,
40 Thrilby Road,
North Walsham,
Norfolk.

Medical model

Sir, - Robert Laslett, ("Conducting with confidence", July 24), apparently thinks that a Behaviourist approach to maladjustment requires fewer medical personnel and terms and is therefore less of a "medical model". This, and Mr Laslett's advice on a "treatment approach for maladjusted children", obscure a deeper problem. Behaviourism is in fact the latest of the approaches which, by allowing professionals to use an "identification-diagnosis-treatment" analogy have perpetuated the medical model response predominant since the nineteenth century. That model's inefficiency is demonstrated both in the way that successive professions have had to hand on the control role, medical officers to psychiatrists to psychologists and now to teachers, and also by the enormous increase in places for problem children, between 1950 and 1980 a ten-fold increase in pupils attending "malad" schools and between 1970 and 1977 a ten-fold increase in units for "difficult" pupils.

The individual emphasis of the "medical model" has its place but it is limited and must now be set alongside a review of the institutional factors, both inside and outside the education service, which may contribute to problem behaviour. Why do referral rates seem to differ according to sex, ethnicity, social class, and type of school?

If we need a medical model at all, then it should be analogous to preventative, public health measures rather than to medicinal/surgical techniques.

DENNIS MONGON,
37 Gratton Terrace,
London NW2.

Election topics

Sir, - Through the courtesy of many national and local newspapers, I was able during the month of May to conduct a survey of the interest of local councillors in polytechnics and higher education in general. I did this by asking for copies of any election material for the local government elections which made reference to these matters.

The assumption which I made was that, if prospective local councillors thought that these matters were of any local importance, then they would be reference to them in their election literature, along with roads and schools and houses and refuse collection. The hypothesis, which was to be tested, was that because higher education and polytechnics are obviously national matters, there would be few if any references to them in local election addresses.

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EAL

Learning the past first hand

The building of Milton Keynes in Buckinghamshire has given archaeologists a rare chance to study the historical development of a large area from the earliest time. Not surprisingly Milton Keynes has its own branch of The Young Archaeologists Club (formerly Young Rescue), and young people are actively encouraged to take an interest in the excavations going on round them.

Children from Bridgewater Hall School, Stantonbury, are helping uncover a late Roman building, buried under the school playing fields. The site is being preserved as a teaching resource, under the guidance of John Bell, a history teacher at the school, who believes in learning about local history first hand.

Elsewhere the Milton Keynes archaeological unit is working on a Saxon village, built on top of an Iron Age encampment; while a team of student volunteers has discovered that Caldecotte Mill, built between the mid 17th and early 18th century, had an undershot mill wheel. These were thought to have been obsolete by the 16th century.



Above: The contents of a pit are removed quarter by quarter. Below: Sorting, marking and studying the Stantonbury finds.

Pictures by [illegible]



Accurate recording is essential. Even the roughest Roman foundations must be cleaned before they can be measured and photographed.



Pupils learn that archaeologists search for information – the history that is not in books – rather than for buried objects as such.



An Iron Age roundhouse, which would have had six foot high walls and a pointed roof.

هكذا من الأجداد

Talkback

Women as managers

Gerard Gould

"So few women applicants for this senior post".

"If a suitable woman had applied for this post, we should have appointed her".

"The women who applied for the post were all in the wrong age group".

"Those whom we interviewed were either too diffident, or unduly self-assured".

How often such comments are heard when a senior school management post is about to be filled. In an endeavour to tackle these problems, and to help women teachers sharpen their perceptions of themselves, the Oxfordshire Senior Women

Teachers' Organization (SWOT) has embarked on an ambitious management training scheme.

Members of SWOT agreed to identify junior colleagues with ambition and management potential, to invite them to the training course, and to monitor their progress. This in itself was a management task and proved successful. Fifty-four women enrolled in the course, which is about to enter its third phase.

Another management task involved the head teachers, most of them men, whose interest and good will had to be assured. After every training day the course members' immediate "homework" was to make an appointment with their head teachers, and to report to them on salient aspects of the course. This proved to be a skill which was much appreciated by head teachers and course members.

Such a course depends heavily on a proper balance between theory and practice, input and output, problem-

stating and solving. Here course members were particularly fortunate in listening to four models of outstandingly successful women: Jacqueline Marrian (a management consultant); Mona Hipwell from the Ashridge Management Centre; Jennifer Mundy from the Sheffield Polytechnic Department of Education Management; and Joan Dean, Surrey's chief inspector.

It became clear that many teachers had never questioned the management style of the institution in which they happened to be working, or their own rôle within it. Whether such a style was autocratic, directive, consultative or participative, good management skills should be employed in working within the climate of a school and through the system to obtain one's goals.

Women should be particularly careful to control inappropriate emotional anxiety and to take an active orientation to their jobs. Boosting one's ego and asking questions such

as "What do you do better than others?" "What do you like being complimented on?" "How have you developed over the last year?" would all help in the process of becoming more assertive, without in any way becoming aggressive or abrasive.

Several course members had volunteered to take part in a simulated deputy headship interview. The formality of the proceedings, the range of questions to be expected from a widely differing governing body and the professionals, the importance of selling oneself, the assumptions that may or may not be made - all opened up new areas of experience to the course members through watching a video-tape recording of the interview, and afterwards through participating in the final decision-making process.

Similarly, the group work, which ranged from writing letters of application to chairing staff meetings, all helped in sharpening perceptions. Case study problems included the

deputy taking on more and more work loads and unable to delegate; the deputy head involved in complex liaison relations with care-takers and canteen staff; the head of department who wants to introduce mixed ability teaching; the teacher who wants to negotiate the system in order to get into the decision-making hierarchy; the senior teacher who has to write appraisals of colleagues.

The course has already excited more than local interest. Plans for the future include links with industrial management. The need for more practical work in presentation skills and problem solving has been clearly established.

During the short period in which the course has run three members have been appointed to top management posts in schools. That is no small measure of its success.

G. Gould is senior area advisor, Oxfordshire.

Policy makers' network

Jim Davies

In February 1976 the Council of the European Communities and the Ministry of Education of the nine adopted an education action programme. It was decided that an information exchange network was needed for the benefit of policy makers in the community, to underpin this work. The network, named EURYDICE, became operational last September.

Each member has designated one

or two national units to participate in the network and a central unit coordinates EURYDICE and cooperates with the commission's education service. The UK National Unit, located at NFER, is known as EPIC (the Educational Policy Information Centre).

Users have been asked to restrict their requests as far as possible to four policy themes, although other requests on policy trends of major significance are accepted from time to time. The four themes are: transition from school to working life; teaching and learning of foreign languages; education of migrants and their families; policies and conditions of admission of students to higher education.

When EPIC receives requests from within the UK it acts as a contact point with the other national units

and the central unit in Brussels. The EURYDICE Central Unit is developing an information base which is accessible to all EURYDICE Units. Close cooperation with the appropriate directorate general will allow the EURYDICE information system, first established for manual operation, to be compatible with the communities' Euronet on-line automated network.

Substantial interest has been taken in the EURYDICE network in the UK. It is hoped that a second national unit will shortly be established in Edinburgh and take responsibility for the Scottish education system.

The EURYDICE initiative has already acted as a catalyst and stimulant for the further development of education information exchange within the member countries them-

selves. Within the UK, the Project for the Exchange of Management Information on Educational Policy and Practice, known as The Education Management Information Exchange (EMIE), grew out of a pilot project conducted by EPIC.

EMIE was established this year to provide information services for all local authority education departments in England and eventually Wales. These services will provide an in-depth, up-to-the-minute service focused upon educational policy and good practice, with a strong emphasis on evaluated information.

It was possible during the pilot project phase to highlight for initial emphasis by the EMIE project high priority activities which at that time were of major significance to the 30 I.e.s.s. surveyed. The topics will be the transition from school to work; fail-

ing school rolls and the "management of contraction"; the induction and in-service training of teachers; micro-technology - the educational implications; the assessment of performance, special education and the education of the "16 to 19" age group.

It should be made clear that EMIE and EPIC are interrelated and must necessarily overlap in some of their areas of activity. However, EMIE will concern itself with information exchange of a high quality on topics of agreed interest; EPIC is focusing on the information needs of policy makers in the UK for European information and their European counterparts' need for UK information.

Jim Davies is head of EPIC/UK Eurydice National Unit.

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Not the rural idyll

Mary Marston

Teachers seeking posts at rural schools often give as their reason the desire for a quiet environment among outwardly peaceable children. Only the most perceptive realize that quietness can conceal apathy; that a very gifted teacher is needed to draw forth the talents hiding behind lack of confidence and limited skills of articulation, and that rural peace can smother initiative. There can be a danger that staff and pupils together will sink into bucolic torpor.

Young offenders appearing before the Bench often cite boredom as an excuse for petty vandalism. This provokes the middle-aged to criticism, based on memories of youth 40 years ago. Yet the self-sufficient family entertainment of the past has vanished and in its place is a life-style geared to mass activities, disco, sports halls, youth-centres, promoted by television and tantalizing the rural child with unsustainable delights.

Where both parents work, or there is a one-parent family, the parents will be too tired to organize family activities in an evening. It is pointless to argue over the rights and wrongs of this; it is a fact and needs to be taken into account when looking at village amenities.

Public transport has steadily declined and continues to do so. From our school can be seen two dilapidated shabby buses, each with twenty years age formed a vital link between many communities. Such links no longer exist. Where buses run the fares are prohibitively high because of ever-soaring fuel costs, so that youngsters either stay home or, particularly since the latest fuel price rise, at the cost of taking trains 30

miles to play matches is escalating beyond the reach of most schools. Parental choice as laid down by the new Education Act is a non-starter for many country dwellers. To have an effective choice it will be necessary to live on a public bus route to the chosen school. (In the unlikely event of there being such a route) or to be prepared to drive the child to and from school each day. The I.e.s. has no obligation to provide transport to any but the designated school.

Thus a child growing up in rural England today may well lack companionship, stimulation, competition and opportunity. Those who are helped by their parents to develop inner resources and who have the chance to make the most of traditional country pursuits can certainly benefit from the peace and beauty around them. But for too many children the prospects are less satisfactory in relation to the rest of society. It is hardly surprising that intelligent 18-year-olds, looking at these problems, have vowed that they will bring up their own families in urban areas. Unless we are prepared to accept the consequences of such depopulation we should be looking at preventive measures now.

Any remedies would be expensive. To build boarding houses for some schools in every rural area, to subsidize all public transport in country districts, to ensure that every group of villages has easy access to a recreational centre, would cost more than country schools could afford and so central Government involvement would be needed. The funding, however, is vital to the survival of country society. We can only ignore the challenge at our peril.

More seriously, sports events are being more and more curtailed, particularly since the latest fuel price rise, at the cost of taking trains 30

miles to play matches is escalating beyond the reach of most schools.

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Mary Marston is head of St John's School, Marlborough, Wiltshire. She also sits on the Juvenile Bench.

Box of early delights

Valerie Alderson describes a unique venture in children's book publishing

When, in 1949, Edgar Osborne (the County Librarian for Derbyshire) presented Toronto Public Libraries with some 2,000 English children's books, he was laying the foundations for a collection which has come to occupy a unique position in the world of children's literature. Dr Osborne had begun collecting in the twenties starting with the favourites of his own childhood which formally ended in 1910, and working back to the fifteenth century. Certain conditions went with the gift: "that the Library Board would promise to house it adequately, add to it and maintain it as a unit, staff it, make it accessible to the public and publish a printed catalogue..." - conditions which, it is said, no English library was prepared to meet.

The Library Board have honoured their commitment and the collection has now grown, by purchase and donation, to over 18,000 items. Two volumes of an annotated catalogue have appeared and a third is in preparation. The formation of a supporting group of "Friends" in 1966 did much to cement international links and also led to the publication of a number of facsimiles of volumes in the collection as annual "Gift Books".

It may have been this which encouraged the Japanese publishers Holp. Shuppan to approach Osborne in 1975 with a view to producing a boxed set of facsimiles for the Japanese market where there was already a growing interest in the English children's books tradition. Negotiations dragged on until 1978, and the contract was eventually signed just before Edgar Osborne's death that year.

Holp Shuppan's experience lay mainly in the field of reproduction of early Japanese books, but they had already published one highly successful book from the Osborne Collection: *The Story of the Three Bears* from Eleanor Marx's manuscript. Now their aim was to produce a collection of facsimiles which would provide a guide to the development of the English illustrated children's book. A short-list of 50 titles was made in collaboration with the staff of the Collection and these were taken to Japan where a final selection of 35 items was made in consultation with the production team. At the same time, the Japanese artist Mitsumasa Anno was commissioned to design individual card slip-cases for each of the books. A descriptive companion volume was prepared by Judith St John, the then head of the Osborne Collection, and her colleagues for translation into Japanese.

The first edition sold out on publication, to be followed by a second, and Holp Shuppan approached Toronto for permission to negotiate world rights. These were acquired by The Bodley Head, who this autumn are issuing the original boxed set together with a substantially revised descriptive volume edited by Margaret Bodley, the new head of the Osborne Collection.

Production of a collection of this kind poses a host of problems. First, there are the questions of availability of the books themselves. Because of their intrinsically ephemeral nature, early examples are often extremely rare so that even the Osborne Collection does not necessarily hold first, or even later, perfect examples. A good example of this is John Newbery's *Little Goody Two-shoes* which was published in 1765. This was one of the earliest illustrated "novels" for children and (especially to Japanese eyes) a particularly important example which should be in the set. The unique first edition was held by the Bodley Head and the two fourth editions (1781) held by Osborne were imperfect. The Bodley Head therefore made to use their 1781 edition of the third edition - a facsimile of a facsimile! A similar problem arose with *Comenius's Orbis Sensualium Pictus* which had first appeared (in Nuremberg) in 1658 and with an English translation in 1659, *The Visible World*. This needed to be a very early example of the extent to which illustration as an educational tool, many scholars as a seminal work.

The earliest edition held by Osborne was the English edition of 1777, an

inferior printing, illustrated with crudely executed woodcuts loosely following the crisp copper-engravings of the first edition (which may also be seen in the British Library). These, together with the textual corrections which were incorporated into later editions, do however make it a useful example in its own right.

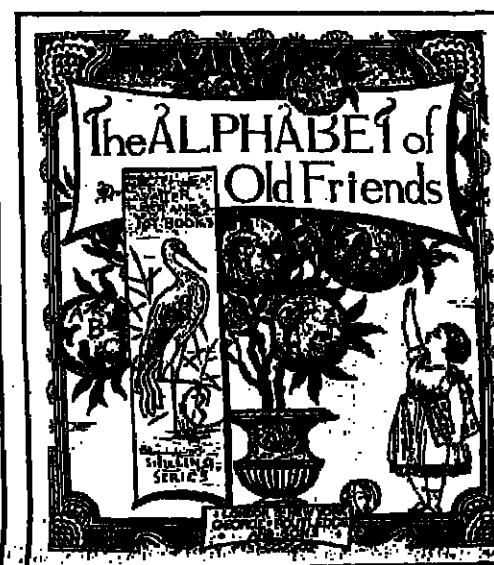
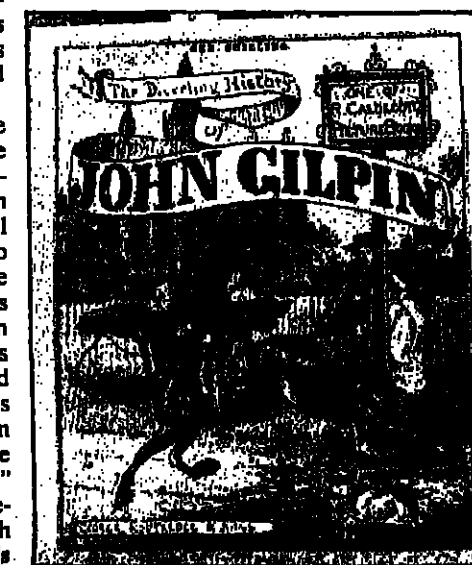
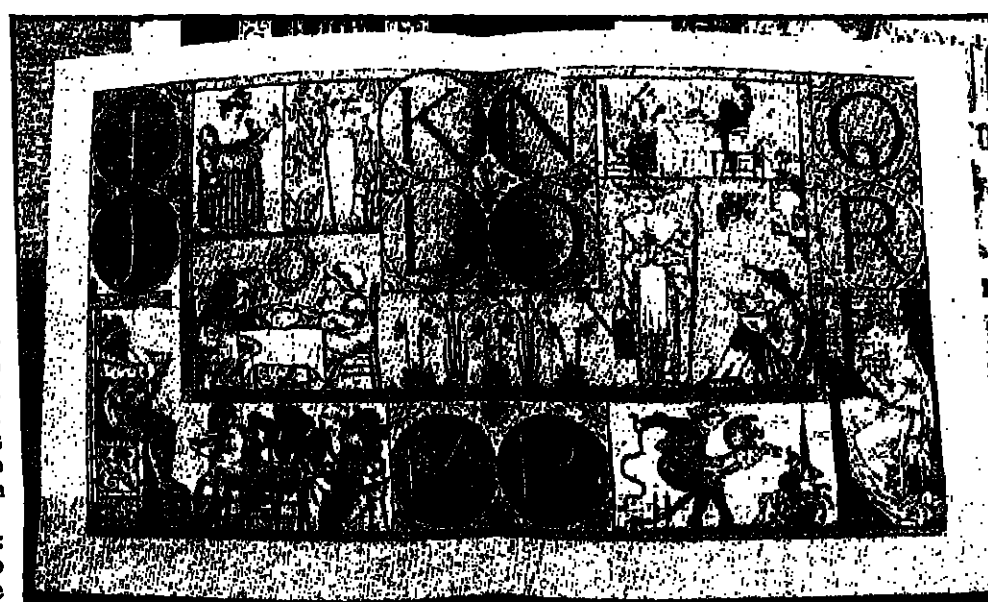
There were other, physical constraints too: the books had to be suitable for transport to Japan for processing, which eliminated some particularly fragile volumes; they could not be disbound for photographing so had to be in reasonably openable condition; and, of course, the actual selection was, from the start, orientated towards Japanese interests despite its occasionally quirky nature, the collection does provide the broad outline of illustrative and technical development it set out to achieve.

Holp Shuppan, the publishers and the Tokyo Rengo Printing Company, who were the chief printers, have brought all their experience of facsimile reproduction to bear on the books themselves. Looked at in detail alongside comparable editions, it is possible to find many errors of detail: books like the *Bewick's A New Year's Gift* (1777) or Roscoe's *Butterfly's Ball* (1807) do not have even an approximation of the "feel" of their originals which came from the hand-made paper and use of letterpress. This is something that is more noticeable in some volumes than in others - it is much less intrusive, for example in Mrs Dorset's *The Peacock at Home* (1808). And there is a demonstrable improvement as one progresses through the nineteenth century and papers and production methods approach modern styles. (A regrettable lapse here is Kate Greenway's *Under the Window* where, inexplicably, too thin a paper has been used for the facsimile.)

The colour reproduction is, on the whole, first class. The publishers and printers have shown considerable flexibility in their efforts to obtain the best possible results despite the limitations of contemporary reproductive methods. For the most part, they have used photo-lithography, but in some cases they found it impossible to get the density of colour or sharpness of line required by the original. This led, for example in *The Dog's Dinner Party* (c.1870) to the use of relief printing. In another case colotype was employed to achieve fineness of line. For *A Visit to the Bazaar* (1818) they resorted to hand-made plates in ten colour separations in order to recreate the peculiar quality of the original hand-colouring. There are, of course, lapses. The "glow" has gone out of Edmund Evans's fine printing of Richard Doyle's *In Fairyland* (1870), and some of the exactness of colour and definition have been lost, but even so, comparison with the original and with the Michael Joseph reprint of 1979 only serves to demonstrate how near the Japanese edition has come to perfection. Indeed in many cases, for example Florence Upton's *The Adventures of Two Dutch Dolls* (1885), Randolph Caldecott's *John Gilpin* and *The Bells in the Belfry* (1878 & 1879), and others, it is difficult to distinguish the facsimile from an original printing.

Reproduction has not, however, been confined to text and illustrations. The bindings too are copied with loving attention, from the sugar-paper covers of the Darton and Harris books of the early nineteenth century to the elaborate blind-blocking and gold leaf of high Victorian splendour. Yet, again, there are slips: the flattened red "leather" spine of *A Visit to the Bazaar* is totally unlike the rounded red spine of Harris's edition; for example.

It is these relatively small shortcomings which must inevitably diminish the set's value as a research tool; there is still no substitute for the original works. Where it is, however, likely to find an invaluable place is in the college or public library, or as an occasional tool for teachers. Such a collection might be used to give students a concrete example of the history and development of children's books and, indeed, to demonstrate the way in



which printing methods and presentation of material have evolved since the eighteenth century. It might also be used in schools, to give children a real sense of their traditions at a time when cultural roots are becoming increasingly important to all of us. The inclusion of a moral game, *The Mansion of Bliss* (1810), and of a Dean Fantomine Toy Book version of *Cinderella* (1880) would help here. Certainly it would be out of the question to use original material in this way. The books are too rare, too fragile and infinitely vulnerable

to careless or even inexperienced handling. A facsimile of *The Butterfly's Ball* or *The Mansion of Bliss* is expendable; the original is irreplaceable.

Facsimile Editions of Early English Children's Books from The Osborne Collection, Toronto Public Library. A boxed set of 35 facsimile editions, each in a slipcase to prevent damage, with a descriptive companion volume edited by Margaret Crawford Maloney, Bodley Head, 1975, until the end of 1981, then £325.

Very kulchural . . .

Sheila MacLeod on theatre at the Edinburgh Festival

Three out of the six theatre productions at this year's Edinburgh Festival are not in the English language. Very kulchural. Very international. And hard luck on us poor monoglots. Apart from the National Theatre of Rumania's *The Girl from Andros*, which I have yet to see. The Théâtre de la Salamandre have brought us Racine's *Britannicus* and the Amphitheatre of Athens *Iphigénie en Aulide* by Petros Katseitis. Careful synopses have been provided in the programmes for each event, along with the assurance that language will be no barrier to our understanding. But this last is emphatically not so.

Except for the aficionado, Racine is hard to take at the best of times. Those of us accustomed to Shakespearean cadences have difficulty adjusting to the leaden Alexandrine pace.

In the unpromising venue of the Moray House Gymnasium the eighteenth-century drawing set with the light filtering through the shutters was quite stunning. But filtered light was all we got and the actors' faces were clearly visible for the first time at the curtain call. The costumes were similarly stunning and just right for swishing up and down and across the stage, which is, after all, the only sort of action likely to emerge from Racine. All was stately, formal, precise and accomplished, but irremediably remote. Not so much difficult to understand, then, as difficult to care.

Comedy, perhaps, would be more accessible than tragedy. *Iphigénie en Aulide* was written in 1720, a version of the Trojan Wars to be performed by local amateurs, including women: a retired Italian opera singer, a couple of prostitutes from the port and a sub-normal girl as Iphigénie herself. Everything, needless to say, goes wrong. The play is in fact an extended version of the idea used in *A Midsummer Night's Dream* and as such an appreciation of its humour is not entirely dependent on a knowledge of Greek. This was ensemble playing at its most controlled and most complex, involving song, dance, mime and rapid changes of character. Rather like being at a party where you can follow the story but find the dame's vernacular patter incomprehensible.

As *You Like It*, performed by Birmingham Rep and directed by Clive Perry, promised the missing Shakespearean cadences, but those

were precisely what this production didn't and indeed couldn't provide. The actors, apart from Robin Wentworth as Adam and Nicholas Grace as Touchstone, often spoke as if they didn't understand the meaning of what they were saying. Large and inappropriate gestures or capers served to cover up gaps in interpretative skill. Groups of women in swathes of hideous brylonyon and ridiculous hats wandered on and off stage for no good reason. All right, so *As You Like It* is comedy, it is spectacle. But, being Shakespeare, it is also more than those: it is poetic, profound and emotionally challenging to the extent that it prompts us into questioning the joys and disappointments of our own sexual and familial relationships. To describe this production as superficial and unintelligent would be an exaggeration. But not much of one.

Given all this would-be high culture, the gap between the main festival and the fringe seems wide in itself this year. Unable to face a round of sub-Moray Pavilion offerings or (the other side of the coin) yet another production of *Waiting for Godot*, I concentrated instead on events which seemed to promise originality or some other new experience. And, yes, I did find a few.

The National Theatre of Brent's *Zulu* was something of a tour de force. It retold the events of the film *Zulu* in terms of (its subtitle) *Shaka's Revenge*. The white men appeared as greedy and unscrupulous but also as ordinary soldiers worrying about the imminence of death or how to iron the correct creases into their uniforms. The *Zulus* came across as a noble lot, mysterious and ever so faintly absurd. All this was done with a rapid wit with which nothing was sacred but which still managed to leave everything untainted by gibberish. The writing (by Bryony Lavery and Patrick Barlow) was literate and intelligent and, in the best sense of the word, populist. But the most remarkable feature of the production was that it was all performed by two men dressed as if for dinner. Patrick Barlow and Julian Hough are both wonderful.

Like *Zulu*, *Monstrous Regiment: A Dialogue Between A Prostitute and One of Her Clients* relied to some extent on audience participation. The programme suggested that it wasn't suitable for children, but I disagree and would advocate taking parties of at least older children along to see it wherever it surfaces.

universal welcome for dispassionate thinkers, the "one" and "we" club is more exclusive than it looks. Take Professor Richard Sennett's account of the history of sex, a sphere in which we might expect to need two pronouns: (London Review of Books 21 May 1981) "By the end of the nineteenth century . . . when one left the family and went out into the

the We of Me

crowd, one was free to have all kinds of sexual experiences, which, one would have been ashamed to admit one could desire, thinking of oneself as a member of the family." Indeed? One - and all? What an unprecedented vision of licensed licentiousness, this conjures up. What glimpse of our youthful grandmother, gullibly out on the town and on the make! But no: "one" turns out to mean half the human race; the professor confines his remarks to the penis. Thus there appeared two kinds of desire - one for the anonymous man, one for the family man. Enough of such segregated sociological listen for a change to the voice of Virginia, raised at last in a rejoicing shout for our vice, as in Sheila MacLeod's review *Women in History* (TES, August 7). "Let us

Until signed articles appeared in the literary press (in 1974, in the case of the *TES*), the convention of anonymity befrothed authority, too

Written by the Italian Dacia Maraini, the play caused a sensation when it was first performed in Rome, and although the issues are now familiar, it is not difficult to see why. It poses the question of how far an element of prostitution is involved in all relationships between men and women and indeed all social relations. The mode, in Gillian Hanna's translation into idiomatic English, was ironic and dry rather than savage. It is also the only production I have ever seen where the man strips off while the woman remains fully clothed. This is not a frivolous point but a political one and one which, like so many others in the play, reverses conventional assumptions. The two actors stopped the action twice to invite comments or questions from the audience. It worked. Beautifully and fruitfully.

Wigan Young People's Theatre's *Where There's Muck* was much too good-humoured to explore similarly volatile issues to their logical conclusions. Ostensibly about the machinations involved in the opening and shutting down of a sex shop in a northern town and based on an actual incident in Barnsley, it serves in fact as an introduction to community politics and the multiplicity of its vested interests.

The idea and first draft were worked out on a week's course at the Arvon Foundation, so the writing as well as the presentation was a joint effort: surprisingly competent, surprisingly seamless. The company are a talented lot, not only as writers, but as actors, musicians and directors. They are also fortunate in having such a supportive local authority as Wigan - a shining example to its colleagues in other areas.

Two other productions (of the relative few I have seen) merit some mention. First, Newcastle University Theatre's *Copperhead* by Mick Blowfield, a tale of the genesis of teenage racism and violence on a council estate. This is the sort of thing student companies should be producing; new plays by new writers who are honest and talented enough to tackle real issues with confidence, rather than the pretentious and derivative efforts presented by all too many of their kind. Also welcome was Theatre Market's production of *Katy Hounsell-Roberts' Look Wot They've Done to My Play, Ma* a funny, charming and often wicked object-lesson for aspiring young writers and itself a comment on the exciting, frustrating free-for-all which constitutes the fringe.

jectivity, high seriousness. Critics referred to themselves, with mandarin detachment, as "the present writer". As if there were but one scribe and, one seat of judgment, no matter which hand currently held the pen.

By contrast, the individual "I" is now prominent in print, a well-publicised character as colourful and distinctive as he can make himself. Columnists offer us not only a piece of their mind but a slice of their lives. We grow familiar with their habits, hobby-horses, foibles, children, neighbourhood. For people of my age (32) confides the *New Statesman's* film critic, "the images of the Lone Ranger are inextricable from the early days of television, and the grizzling that went on until the family acquired a set." Such anecdotal digressions into a historical context, a cultural gloss, a portrait of the pundit, which may help us to evaluate what he says. But it's a style dangerously conducive to narcissism and self-promotion; and opportunity for writers to treat their critical forum as a spot-light in which they add to their own potential as marketable commodities.

Already in Paris, if Régis Debray is to be believed, leading intellectuals reserve their best energies for the television chat show in which they star on Friday night.

Marion Glastonbury

... very authentic

and Michael Clarke on art

American Abstract Expressionists. City Art Centre and Fruitmarket Gallery. John Schuler; The Search. Talbot Rice Art Centre. The Avant-Garde in Europe 1955-70; The Collection of The Städtisches Museum, München; Mäntelgaden. The Scottish National Gallery of Modern Art.

The Young in Art: Mainly Graduates from Edinburgh and Glasgow Colleges of Art. Gateway Studios. Seeling is Not Believing. National Gallery of Scotland. Scotch Myths. Lyceum Little Gallery.

Despite the many popular myths surrounding the Abstract Expressionists their art was not a sudden explosion, created by a group of young, iconoclastic New Yorkers, but the painful progress towards individual styles. Possibly the most pictorially informed painters of their generation, they were decisively marked by the Depression, the Second World War and the bomb and judged both regional realism and formal abstraction inadequate to cope with the unavailing tensions of their day. Abstract themselves, they always insisted on the content of their work even when they forced it into extreme and not always convincing positions. But if their near-total reliance on the act of painting alone is without precedent the roots of their expression go back beyond the nineteenth century.

More close to their struggle, however, was the art of their day and Jackson Pollock's "Stenographic Figure" (1942), with its flattened, organically curving planes and scrambled calligraphy, pin-points the moment of transition when so many artists, like Arshile Gorky, William Bazotes and Mark Rothko began to use automatic drawing both as a release from current formal practices and a way of reaching subconscious sources. Pursuing this direction over the next decade Pollock's drawings show his evolution from the flowing, dynamic skeins of his later, poured and splattered, technique. By the time he painted "Full Fathom Five" (1947), collaged nails, buttons, coins and other items are all sent hurtling in the whirlpool of the paint.

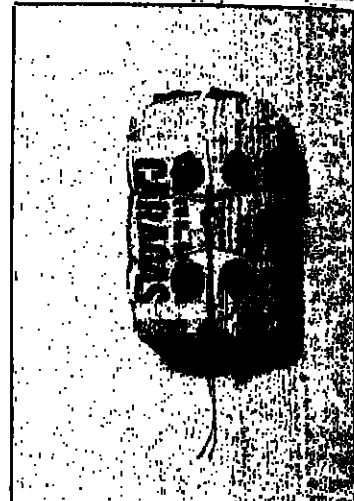
A parallel, full-bodied gesture was practised by Willem De Kooning and Franz Kline but where the former always retained the visible contours of human limbs and torsos, however convulsively rendered, the latter stripped the technique to an aggressive, starkly black and white image of defiant protest. De Kooning's "Woman II" (1952) is as brazenly fleshy and luridly coloured as a neon sign, while Kline's "Painting Number 2" (1954) is enormously enlarged graffiti. Elsewhere, point is more gently manipulated and Hans Hofmann's brilliantly coloured, sophisticated dexterity betrays his European origins and relates him as much to the School of Paris as that of New York.

By the fifties an alternative direction had appeared, first in Clyfford Still's cliff-like spreads of dry and crumbling layers of colour, then in the diaphanous veils of Rothko and the flat, absolute expanses of Barnett Newman's emptied canvases. With these painters came a metaphysical dimension to the New American Painting. Pollock and De Kooning had plunged deep into the tangled regions of the psyche but always managed to "keep it a human face". These more ambivalent colour-field painters sought transcendence in the sublime, rejecting most, if not all, aesthetic criteria as irrelevant.

When we look at Newman's "One-ment III" (1949), a brooding, wine-dark canvas seared by a flame-red, vertical bar, or the shimmering, near-transparent rectangles of Rothko's "Yellow and Gold" (1956) it is not their formal arrangement, which is rudimentary, or their tangible references, which are negligible, that we are meant to consider but the infinite spaces of the abyss. At which

point the persuasive fiction that it must give way to a blind act of faith. Contemplating the void is a risk (John Schuler (an ex-student of Clyfford Still's) has wisely avoided, particularly since he is obsessed with the rounded by his own completed work at the Talbot Rice Centre he is working in public on several canvases that fill in the gap between abstract Expressionism, Mondrian's winter-lilies pictures and the Romantic landscapes of the early nineteenth-century. His painting, even at its most abstracted, is filled with light and air and even specific atmospheric effects.

All of which are absent from the neo-Dada pieces in The Avant-Garde Exhibition. There the work of Joseph Beuys, Christo, Piero



"Package", Piero Manzoni 1961

Manzoni and others offer no romantic or picturesque escape. Whatever the superficial resemblances between Beuys's very real "The Doors of the Poorhouse, Forrest Hill; A new beginning in the offing" (1981) and the implacable, all-over textures of the New American Painting, the questions it raises are resolutely social. The catalogue to this exhibition speaks of "the dilemmas, problems and tragedies of post-war western society" and by implication the difficulties facing the serious artist but like the graduate shows I saw in London recently, Scottish students not surprisingly keep closer to the immediately visual. All their work may be unoriginal and derivative but there is decorative accomplishment in Shirley Redpath's "Border Landscape" and "Farm Shed" and a convincing social comment in Elizabeth Currie's two black women working in "Adele's Kitchen". Like every other artist before them these students can only discover their own style through the necessary process of first imitating others.

What, anyway, is an authentic work of art? For Johannes Cladders, director of the Städtisches Museum, the original work of art has no substitute is acceptable. But can any director guarantee an "economical and intriguing" *Seeing is Not Believing* presents the viewer, with the problem of perception, with the problem of selection with known facts, copies and restored or amended works in questions in an instructive way in premises upon which we look at and evaluate all art.

Authenticity of another kind is the theme of the much more comic, if more reassuring display, *Scotch Myths*. Every visitor to Scotland will arrive with a head stuffed full of unquestioned, qualities and attributes that the whole world accepts as Scottish: from Bonnie Prince Charlie to the Loch Ness Monster, but how true is this whisky-laden fantasy? A labyrinth lined with over a thousand postcards and stuffed with several life-size tableaux we are through a grossly caricatured and commercially exploited culture to its fictional origin in an Ousey-Fingal's Cave, where a sublime piano and flickering images are laughing not at the Scots but at our own credulity.

How did they do it?

Anthony McCall on the genesis of two vividly contrasting London theatres

By its very nature, live entertainment has been badly hurt by the recession. Although some materials are involved in mounting a production, the bulk of the cost goes on labour of one sort or another. And unlike films or television, every performance requires the performers to do it all again. To make matters worse, ticket prices rise at a painfully slow rate, because for some reason, the great public, seem unprepared to fork out a realistic price for a performance. So unlike say, stamps, cars or toothpaste, tickets are now merely expensive, not astronomical.

These and other columns report regularly on the woes of theatres and their companies, which are still seen, in the main, as "luxuries". The Old Vic and D'Oyly Carte are recent examples. But two important new theatres have appeared on the scene with aims and methods that are different. Both could be described as fringe, yet for many reasons the term is inappropriate.

The Tricycle Theatre in Kilburn and the Almeida Theatre in Islington provide facilities that allow new work and new audiences for what an observer might rightly have considered to be a capital city almost excessively well provided for.

Tricycle's new home is a 200-seat adaptable theatre in the Georgian courtyard style, with a generous-sized bar plus general purpose room, all under one roof; Almeida, a new venture, arranged for the purchase of an imposing mock-Georgian building and a smart cafe-bar next door. Both projects are helping to fund the 30-seat theatre's redevelopment. Their medium-sized stages and auditoriums not only permit, or rather encourage, ambitious productions and events to be presented, but make it economically viable to become regular platforms for new works - a risky business at the best of times.

How did they do it? They have learned the professional skills and methods of careful planning required to bring off such building projects. Over and above their theatre training, that is. There has also been an element of luck, somewhere along the line . . . right time, right place, right person department.

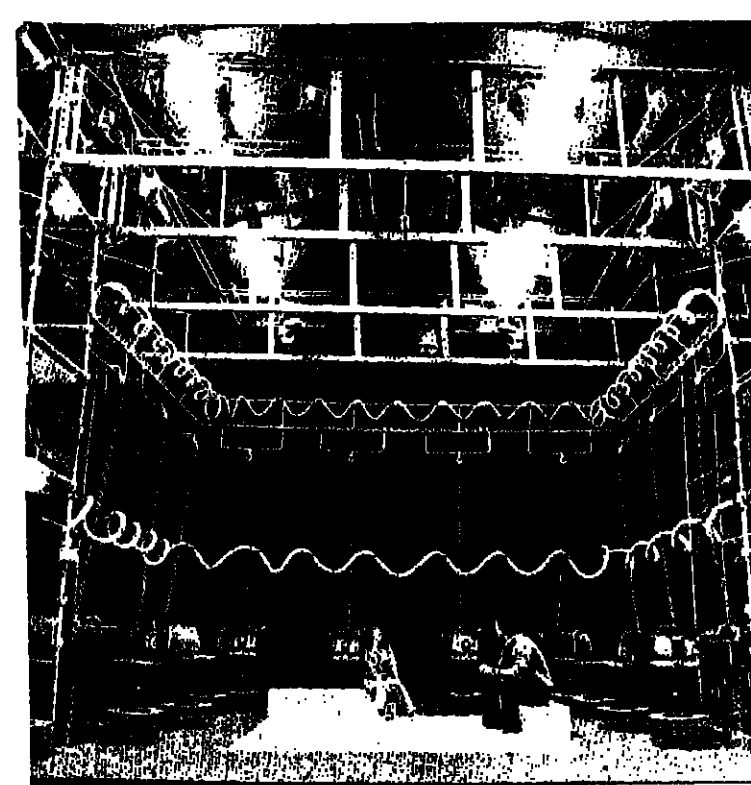
A leading figure in fund-raising commented recently that it was always best to get a project underway and then pay for it as it goes along. It makes the difference, he emphasised, between selling a pipedream and a living dream. Both Tricycle and Almeida have followed this key to their advantage.

Kate Chubb and Shirley Barrie, directors of the Wakefield Tricycle Company, and husband and wife, had a flying start. By the time their operation had come of age and started its search for better premises,

it had earned itself a national reputation and was one of the top companies in the Arts Council's touring department, specializing in new plays and children's work. It began with a season of plays at the Pindar of Wakefield pub (hence the name). Grays Inn Road, in 1972 and played in a succession of pub rooms, halls and studio theatres all over the country until 1980. They concentrated on "presenting new plays which often explore style and form as much as content" says Chubb. "From producing these plays in a wide variety of venues it became clear to us that one major need was a special relationship between the audience and performer." And together with a theatre consultant and an architect, both specialists in the field, they evolved the ideal ambience for a wide variety of entertainment: the classic style and scale of the Georgian courtyard theatre, of which the Cottesloe at the National is an example.

Partly by good fortune they discovered that Brent Council was keen to support a proven company like themselves in a base on Kilburn High Road, since there was no permanent company or theatre in the borough. An earlier scheme to build a centre by the Westway flyover in Kensington and Chelsea had failed, not least because the royal borough boasts the most magnificent philistinism towards the arts, reducing, for instance, the none-too-princely £100 grant to the Royal Court (towards its quarter million pound annual upkeep) to nothing. Brent raised the first £50,000 of the £130,000 needed to convert the existing hall into a theatre-within-a-room, using brightly painted tubular scaffolding, comfortable seats and lighting rigs. Brent hold the freehold; Tricycle has a 21 year lease. Over £100,000 came from various state funding bodies: the GLC, Arts Council and so forth. The rest, a total now of £65,000, is being raised by Tricycle, who have found £25,000 of it through charitable foundations like the Gulbenkian, and fund-raising events and covenants. And because the venture is well under way, sponsors can see where their money is going: a powerful persuader and an arbiter of artistic worth.

Martin Cook, Tricycle's administrator, feels that success came from happening to have an idea that is "right for the time". It also comes from getting "the right person to come and see one of your plays in the right mood, so that from then on, you can enthuse together, to coin a phrase". And, he added, you need financial luck, or a break. New plays tread an even finer line. Then old ones, he explained, between success and failure - financially. They rarely attract the same sized audiences, for a start. Then once in a while, a new play catches people's



Tricycle Theatre

imagination, with no special regard to its artistic merit or the production. With a 200-seat theatre, larger audiences can get to see the occasional hit, so bolstering the struggling ones by feeding the profits back. Tricycle is now in a transition between touring all its work and touring only when the right show comes along. (The successes that is), as well as beginning to swap productions with theatres like the Crucible, Sheffield. Shirley Barrie's children's theatre will continue its summer tours outside the building to schools and likewise the weekend matinees during term-time.

Tricycle's full-time staff numbers just under 10, and casts, which are recruited ad hoc, rarely rise above 12 at the most. By contrast, Almeida has only three full timers, an artistic director, administrator and appeals coordinator: Pierre Audi, Chris Naylor and Renée Deutsch, respectively. But unlike Tricycle, they are starting out with big premises and building a resident company from scratch. The scheme is unusually ambitious, yet like all good ideas, one wonders why someone didn't think of it before.

Searching for a suitable building during the summer of 1978, Audi, Naylor and Will Bowen, the design and technical director of their productions, came across the Victorian "bargain" - a listed building in Almeida Street, which had been on the market so long it was going for a song, £85,000 freehold, to the right owners. Incidentally, Robert Sligwood, the King's Head Theatre Club around the corner, and others had not been considered "right" in the past. The three men moved fast to persuade a collection of banking interests, with an interest in helping the arts, to buy the property outright, and lease it back to them on a renewable 21 year lease. They also secured a further £65,000 to launch a fund-raising festival in June, an appeal campaign, to commission a feasibility study from their architects (Levitt Bernstein, who gave us the Royal Exchange in Manchester) and, importantly, to convert and open the Almeida cafe-bar next door, thus providing profits to pour back into the project . . . and a means of spreading the word round the local grapevine.

At an early stage, they gathered around them a weighty appeals committee, drawn from all areas that related to their project: local politics, Whitehall, the arts bureaucracy (GLAA, Arts Council), publishing, performing arts and journalism. Such names as Norman St John Stevas, Princess Alix All Khan (a bit of a coup there, she's interested in the arts and historic buildings), Jonathan

Miller, Dennis Quilley (who played in *Almeida Street* as a boy), dancer Lynn Seymour, Bruno Schroder of Schroders merchant bank and many more. Imagine the clout, not to mention the experience, such members can bring to "their" venue over the months. Professional advice costs around £30 an hour these days, if one's bank manager's time is anything to go by.

Sally Miles, whose father, Bernard Miles taught her a lot from his successful efforts on behalf of the Mermaid and her involvement with the Margate Royal re-opening, is chairing the appeals committee and has "many stories to tell about getting raw materials free and specifying tiles for the loo" confided Naylor, "things you don't pick up by sitting behind a desk all day".

It is now considered important to keep regular events going within the Almeida premises, albeit in wholly compromised conditions of space and comfort. So building work is being completed in phases. The June festival saw a new audience of 2,000 coming through the doors in a week, including the director-general of the Arts Council and national critics, none of whom knew what they were in for.

The Almeida Theatre Company, already known on the Edinburgh Festival Fringe, will put on shows for several weeks during the year. But outside companies, like regional and foreign groups, will use Almeida for their visits. There are many foreign artists who are happy to play in London but who find normal fringe venues either too cramped or too small to attract large enough audiences to make the effort of a visit worthwhile. Quite apart from the financial gains of the theatre, and the fact that changes in the language, including "tikini", "Bob's your uncle", "camp" and "the Vinland Map", "Garlic Wall" is apparently the satirical name applied by the Gibraltarians to the Spanish barrier which closed the frontier with La Linea in 1969 - something of which we may hear more. But who now would understand by the Mad Mullah, one Mohammed bin Abdullah, who plagued the British in Somaliland 70 years ago?

Sprawling bag of jumble

Bartholomew Fair. National Youth Theatre. Shaw Theatre until August 29th.

That scarlet lecture theatre, the Shaw, is not the most auspicious setting for *Bartholomew Fair* - especially when played Jacobean. But the stately jigs, and Bernard Cusshaw's lifelike pen sketches of Littlewit's yard, throw down the gauntlet to modish trends at the start of the National Youth Theatre's Jubilee Season.

If the setting itself lacks full bodied substance, so to some extent does the production. The Fair explodes in a burst of wash browns, greys, oranges, and pale cabbage leaves, but the sleaziness is muted. There is no autumnal melancholy in the text and we miss the ripe stench of Jonson's booties; one notable exception being Sally Dexter's Pig Woman; a blazing trotter with a voice like three fishwives.

Nonetheless, it's a fluent and lucid production by Graham Chinn, full of fine performances and a natural relish for vitriol. Most of the players opt for flat hectic humours, a style which pays dividends as the pace gets hotter. Philip Beckwith squeezes a gallon of running gags out of Justice Adam Overdo and Lawrence Good plays Querious almost literally as a snarling terrier. Matthew Townsley's Wasp appears like Bernard Levin in an opera cloak - an interpretation which barely fits such immortal invective as "Turd in your Teeth!" but a most distinctive performance.

Admirable too is the fluency with which the early Fair scenes flow. Characters blend in and out of the foreground amidst endless purchases of hobbys and gingerbread. Later the tumult becomes more stationary, loses momentum and the play seems to sag on all sides like a series of barbed wire fences.

Bartholomew Fair is such a sprawling bag of jumble that playing without cuts is courageous or crazy. All those tedious vapours! But a great rogues' gallery of parts is exactly what the NYT must be looking for. The rest of the season is Shakespeare (*Richard II*, *The Shrew*, and *Romeo and Juliet*), Peter Terson (*Zigger, Zagger and Good Lads at Heart*), with a new play *None but Friends* about the Peasants' Revolt by Allan Swift and Bob Tomson from August 24th. Doesn't anybody else write for large casts any more?

Peter Fanning

Further details from David Wright 01-388 0031

Venerability

It is always nice to be able to welcome a new edition of a classic reference work, especially when this is a venerable as Brewer's *Dictionary of Phrase and Fable* (Cassell £9.95, 0 304 30706 8). The revised edition contains 300 "new" entries reflecting changes in the language, including "tikini", "Bob's your uncle", "camp" and "the Vinland Map". "Garlic Wall" is apparently the satirical name applied by the Gibraltarians to the Spanish barrier which closed the frontier with La Linea in 1969 - something of which we may hear more. But who now would understand by the Mad Mullah, one Mohammed bin Abdullah, who plagued the British in Somaliland 70 years ago?

Impressions of Paris seen through the eyes of its painters. This delightful 26-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City as it was, on the canvases of its artists, and as it is today, in photographs that dull its essential character. Available free on loan to bond libraries and organisations. TIME OFF LIMITED, 2a Chester, Giza, London, SW1. Tel: 01-235 8070.

Lingo

Since Queen Victoria declared herself unmarried, the Royal We has rarely been heard outside Papal Encyclicals. Instead, her descendants take their own rank by idiosyncratic use of the generic pronoun "one", as if their uniqueness represented the rest of us, their exception proving the rule.

Newspaper editors still stick to the plural when they assume a collective dignity and speak on behalf of those highly prized members of the public who share their views. "The We of Me," Carson McCullers called it.

In academic discourse, the first person plural denotes the community of scholars, pure reason in pursuit of truth, propounded by Swinburne in "The Flaming Pantheism in a Nutshell". Piddle, we know, is a diddle, and diddle, we take it, is de. By tradition, philosophers sink their identity in a contempt purpose, and profound ideas in forms metaphorical. Despite the resemblance of a

books

Willy nilly, a sociologist

David Wright on a new biography of Matthew Arnold

Matthew Arnold: A life. By Park Honan. Weidenfeld & Nicolson. £9.95. 0 297 77824 2.

None of the Victorian poets quite made it into the first rank – the class that includes Wordsworth and Milton, or Pound and Yeats. Not Tennyson, nor Browning, nor even Hopkins or Hardy (if you count them Victorians, as chronologically they are and aren't). The one who had everything going for him – a fine ear, a superb and mature intellect, a European outlook, critical imagination and vision – was Matthew Arnold, who was able to say, quite truly, "My poems represent the main movement of mind in the last quarter of a century". If he is not in the pantheon of major English poets it is because, like Thomas Gray or Andrew Marvell, he left behind him no substantial body of work – even Shelley and Keats, in their short lives, each produced more verse than all three put together.

But of all Victorians Arnold had perhaps the profoundest effect on the twentieth century, and on what was to be called "modern poetry", though it was not his verse so much as his criticism that was influential. If Ezra Pound owed much to Browning, T. S. Eliot owed even more to Arnold, especially his insistence on the importance of tradition, and what Arnold called "the hitherto experience of the world". Both Eliot and Pound took up Arnold's war against the materialism, philistinism, and intellectual insularity characteristic of Anglo-Saxons – in the twentieth century no less than the nineteenth.

Perhaps it is with Coleridge that Arnold should best be compared – neither quite fulfilled his exceptional poetic potential, but both wrote profound critics of their times as well as of its literature, both saw deeply into the future, and their findings still reverberate.

As the first serious biography of Arnold for decades, Dr Park Honan's effort is to be welcomed, the more especially as three-quarters of the biographical data on which the book is based has never been used before. Dr Honan has had access to much unpublished material in the form of diaries and letters (Arnold's published letters seem to have been severely censored by the family).

It's a long book, crammed as current biographical fashion will have it with brilliant detail, and written alas for the most part in a faux-viv style that reads like bad journalism. In describing Arnold's abortive rendezvous with the mysterious "Marguerite" in Switzerland, Dr Honan is capable of sentences like: "On the night of September 29 he feared the beauty of a pale exile



with blue eyes" and "If Arnold's heart raced as he reached the hotel he had time to admire the lobby...". One of Dr Honan's plums is the identification of this mysterious "Marguerite", the unknown girl of Arnold's early lyrics, who has been variously conjectured to have been a chambermaid, a governess, or even an actress. She turns out to have been, literally, the girl next door: one Mary Claude, of an exiled French Protestant family who owned a house near Arnold's family home in the Lakes (where in fact she died unmarried in 1912).

This rather anemic affair was over by 1849. Two years later Arnold married the daughter of a high court judge, who insisted on his getting a job first. This was the making and breaking of Arnold. He became an inspector of schools, a post he held for 35 years. Here Dr Honan's research has paid off. His chapters on Arnold's career as an inspector – to which no one has paid more than cursory attention – are illuminating. The work was gruelling – in an average year he would inspect some 20,000 children, 170 elementary schools, 100 institutions – but it took him to every nook and corner of industrial England. No poet or writer had his nose more thoroughly rubbed into the appalling social conditions of Victorian England than Arnold.

As Dr Honan points out, Victorians

school inspectors became willy-nilly, sociologists. This is what gave Arnold's social criticism its weight and depth; first-hand experience informed his views and theories of culture. But because of this demanding job – for most of his life, having to travel continually, he had no settled home, but lived in lodgings or rented rooms – he stopped writing poetry, after he was 45 his Muse abandoned him, or he let her. Yet, with the terrific energy inherited from his father, the famous headmaster of Rugby, Arnold was able to take on the Professorship of Poetry at Oxford, and compose those lectures, books, and essays that made him the profoundest literary and social critic of the Victorian era.

If Dr Honan is illuminating about the impact of Arnold's experience as an inspector of schools on his thinking, he is no more than adequate concerning the other main influences – Arnold's friendship with Wordsworth and Arthur Hugh Clough. While Dr Honan remarks on everything and everyone that Arnold had to do with directly, he leaves much of the background blank. There is no mention, or only the barest reference, to such contemporaries as D. G. Rossetti or Christina, or even to James Thomson (D.V.) whose "City of Dreadful Night" is a metropolitan counterpart of the same foreboding vision that informs Arnold's "Dover Beach" and "Scholar Gipsy".

The barber of Buenos Aires

St. Problems for Don Isidro Parodi. By Jorge Luis Borges and Adolfo Bioy Casares. Translated by Allen Lane. £3.95.

In his best work, Borges' characters are usually condemned to death. Their glands are concentrated wonderfully as a result and the metaphysical problems they grapple with become more than intellectual jokes. The trouble with *St. Problems for Don Isidro Parodi*, written together with Adolfo Bioy Casares, is as long ago as 1942, is that everyone suffers

In cell 273 of Buenos Aires prison, sentences and fat and constantly brewing mate in a small blue mug sits Don Isidro Parodi. At one time a barber, wrongly accused of killing a butcher, Parodi's lack of mobility is the symbol and epitome of intellectual

with murder on their minds. From this accidentally or deliberately evasive position the universe opens up to a whole new world. In writing an essay on *The Argentine writer and his world*, Borges writes of "books now happily forgotten" when he tried "to copy down the favour, the essence of the outlying suburbs of Buenos Aires". By doing so he was made aware that to be an Argentine was to be European. Parodi himself is a victim of this. He is a prisoner in the colonial city that existed before 1947 when Peron took over the railways built and run by the British. A hybrid caricature drawn from F. Scott Fitzgerald and Chesterton, he is a shadowy party because he receives a proxy visitor with reluctance, whether it be the sick-haired rake on the courteous Chinese, or a woman because they submerge both mind and they stories with irrelevant and chokingly verbose little talk.

It is difficult to find anything South American twirling under the tweeds of the monocled actor, Gervasio Montenegro, who faces his narrative with French *bon mot* and refers to a knife wound as the lipstick left by "dear haughty kins". *St. Problems for Don Isidro Parodi* is a book about the mysteries of the dictionary, rather than detection. In using the methods of scholarship to solve crime, Parodi is an interesting key to understanding Borges' later development as a writer. There is much that looks forward to *Labyrinths* and *Ficciones* in the intricate conceals, the conscious display of learning and the creation of a fictional world complete with footnotes. Only the characters' awareness of their "ponderous metaphors" and "tiring extravagance" makes one suspect that Borges knows he is better left alone.

Nicholas Shakespeare

Respectable behaviour

The Oxford Companion to Animal Behaviour. Edited by David McFarland. Oxford University Press £17.50. 0 19 866120 7.

Animal behaviour was finally made respectable in 1973 when Karl von Frisch, Konrad Lorenz and Niko Tinbergen shared the Nobel Prize for Physiology and Medicine. This imaginative award recognized that in the middle years of this century the study of behaviour had become transformed into a proper experimental science largely as a result of their influence, and that an understanding of animal behaviour is of great importance in understanding ourselves. Occasionally, indeed, such knowledge can be of direct practical value as, for example, in the problem of autism in children.

One of the three laureates, Professor Tinbergen, has worked at Oxford for over 30 years, and it must have given him great pleasure that the University Press has now come forward with this splendid book, edited by one of his pupils and with contributions by many more, a further proof, if one were needed, of the great general interest in behaviour that he has helped to foster. The book is described as a "reference book" on the dust jacket and as a "handbook" not a dictionary or encyclopedia in the preface. It is in fact a collection of articles providing the biological background indispensable for understanding how and why animals do such fascinating things.

The articles vary considerably in length but are, on the whole, very clearly written and contain a great deal of information. A simple system of cross referencing enables the reader to follow particular themes very easily – so much so that I found it very difficult to put this book down. The excellent line drawings complement the text very sensibly and there are lists at the end of the English and scientific names of all the animals mentioned, with references to the

articles in which they appear.

The great success of modern "behaviour science" stems from the fact that its earliest proponents studied a whole variety of animals living under natural or semi-natural conditions, rather than white rats in laboratory cages. They were able, therefore, to profit from a biology soundly rooted in the Darwinian tradition and, in turn, to contribute to it. This comes over most clearly in this book: an article after article we find behaviour and sensory physiology set in an evolutionary context, an excellent feature of a book designed primarily for the layman.

Of course one cannot like everything. I think the entry on "memory" is not nearly biological enough; the article on "welfare" misses the opportunity of saying unequivocally that most experimenters on animals take a great deal of trouble to avoid inflicting pain and treat their charges with great respect; and that the entry on "history", with its repetition of biographies dealt with elsewhere, is unsatisfactorily selective. Professor W. H. Thorpe and his Madingley school do not even get a mention. I would have liked to see an article on the future of behaviour studies, something that might have dealt with the developing area sometimes called neurobiology and neuroethology and shown how these have been remarkable advances recently in understanding the neural correlates of behaviour, especially in simpler animals.

But these are very minor quibbles. The editor and the publishers are to be congratulated on making available to us this really outstanding contribution to the scientific study of behaviour. It has evidently been written primarily for the layman, is an amateur of wildlife in the field or at the television screen, but there will be little doubt that many professional biologists and teachers will want for themselves, and no doubt at all that it should be in every school and college library.

John Messenger

Ox of a book

Crown Jewel. By Ralph de Boissiere. Allison and Busby £6.95 Pleading £2.75.

Ralph de Boissiere has tried to do for Trinidad what Gorky did for Tsarist Russia: convey in tormented sagas of proletarian life the brooding atmosphere of revolution and with fervid descriptions of injustice transfix the reader into the posture of a revolutionary. Mr de Boissiere is no Gorky, but Crown Jewel is an arresting book, and the reader is transfixed.

Trinidad in the thirties smouldered with the discontents of a century and a half of British colonialism; the winds of change had already shifted, but it would take a World War to waken the British government to the end of its dominion in the Caribbean, as elsewhere. With a social passion equal to D. H. Lawrence's, de Boissiere hammers on his anvil dramatic personae, whose startling vitality overflows their sometimes crude characterization. Cassie, the servant girl whose sad and demeaning experiences turn her into a radical, lives like Oxn in *The Ragged Trousered Philanthropist*; without the time or space for a rich inner life, she yet overflows her wretched circumstances with the dignity and anger of suffering humanity.

Crown Jewel is not just a polemic, an agitprop poster, in which the

Wicked Forces of Reaction – embodied in local businessmen, colonial bureaucrats and brutal police – are down the Noble Masses, led and apotheosized in the figure of Ben Laitre, the fanatic revolutionary who marries Cassie – but, its polemic quality is one of its strengths. Because it is polemic it is not sentimental, no more about the blood-splashing and timorous work of the Le Maltré tries to bind into a political force than about the decent ideals of the ruling echelons. It is a way or another, full in beauty and courage. André, the landed gentry's son of a local big game, falls endlessly in love with Cassie, the black/white social realist, is a sympathetic character, Joe, his rival in love, who quickly from the working champion to a self-seeking opportunist, inherits of his father's fortune.

Ralph de Boissiere's morality and interests are as clear to read as Gaskell's. Not for him the whimsical stylings of a V. S. Naipaul, but on fire with the message which he sees in the society he pictures, the great thrusting ox of a book, the message in love with sequences. Essential reading for anyone who is or is in contact with anyone from the Caribbean.

Victoria Newman

Among this week's contributors:

Audrey Laski is director of the teacher training course at the Central School of Speech and Drama.
John Messenger is a senior lecturer in zoology at Sheffield University.
Brian Osman is senior educational

psychologist at the school psychology service, Colchester.
Lord Vazey is professor of zoology at Brunel University.
David Wright is a poet and writer of many literary anthologies.

Children's literature

Sugar and spicy talk

Kissing Time. By Joanne Webster. Hodder and Stoughton. £4.95. 0 340 25889 6.

See You Thursday. By Jean Ure. Kestrel. £4.95. 0 7226 5724 2.

Comeback. By Marjorie Darke. Kestrel. £5.50. 0 7226 5743 9.

It is difficult to maintain my distaste for novels written specifically for the "young adult" market in the face of three as delightful as these. Given that their range is small, that they are entirely geared to the girl's viewpoint, that they don't go very deep, they are lively, well-written and aware enough to justify their existence thoroughly.

They are all at least partly about early love and the problems of desire and it is notable that, in spite of much spicy talk, none of the three heroines "goes all the way", as Joanne Webster's Cassie "phases it in her head". For Jean Ure's Marianne, the decision is a matter of the self-restraint of her Abe. For Marjorie Darke's Gail, it is a combination of factors: she, and Milton don't get closely involved until almost the end; he is in a debilitated state after a fracas at a party, and she is more committed to ordinary than to sexual gymnastics. If my tone is blip, this is in key with the books, where the arduous and miseries of the heroines, though genuine, are constantly refreshingly

undercut by their own or the author's cynical comments.

This is one of the reasons why they succeed; another is that, while they all show awareness of social and psychological problems, they reject the tendency to cram these in that makes inferior examples of the genre read like probation officers' case books. In the lightest of the three, *Kissing Time*, that Cassie's boyfriend is of gipsy origin is certainly significant, since it provides the element of fantasy which is Joanne Webster's speciality. Rollo gifts Cassie with second sight to win her love. It is also important in a more conventional way, in that Cassie's parents initially object snobbishly to him.

What it is not is a "problem", indeed, it is instructive to see how Joanne Webster defeats the reader's expectations here. When Cassie brings Rollo home, her family take to him; it is she, healthily unready yet for commitment, who begins to tire of him, and the rest of the story is about what happens when he turns the gift sour.

Cassie finds her parents maddening, particularly when they are protecting her; Marianne, in Jean Ure's *See You Thursday*, has a similar problem with her divorced mother. There is, perhaps, a stronger "problem" element in this story; Abe, who comes into their lives as a lodger and falls painfully in love with Marianne, as she with him, is Jewish and blind.

The Jewishness is not of much importance, except that Marianne has to get rid of some preconceptions about it; the blindness is, both as a plot device and as the focus of Marianne's maturing understanding and feelings. This is a more serious story than *Kissing Time*, not only because Abe and Marianne are clearly settled for life, but also because Marianne's other troubles, the difficulties of being the only child of a one-parent family, obliged to attend an un congenial private school, are real difficulties, while Cassie's are mere irritations.

Gail, in *Comeback*, also has real difficulties; for one thing, she lives in a children's home, and knows nothing of her parents, except that at least one of them must have been black. This means that, additionally, she has to cope with the skinheads at her school who call her "Cadbury's". However, racism is only incidental in this novel; Gail's colour is more important as part of her search for her identity, and as a link to Marjorie Darke's earlier novel. Eventually, Gail finds her proper self not in her past but her present as a gymnast, and though this involves a rather hackneyed conclusion, the strength of the writing throughout makes even this work. I have to admit that the adolescent novel is alive and well.

Audrey Laski

Dethroning theology

The Revolution of the Dons. By Sheldon Rothblatt. Cambridge University Press £22.50. 0 521 23958 3. £6.95. 0 521 28370 1.

I have of course read this book before because it was first published by Faber in 1969 and is now reissued by Cambridge, unaltered but with a new eight-page Preface. It is a well-written and well-documented account of the revolution in Oxford and Cambridge – predominantly the latter – in the mid- to late-nineteenth century. The emergence of modern theology, the weakening of the Church of England's limp stranglehold, the emergence of new subjects, and the laicisation and marriage of the dons – at the time of Queen Victoria's Golden Jubilee it was comparable to the politicization of the Latin American church today. The revolution of which Sheldon Rothblatt writes recreated the ancient universities against which the newer foundations of the early twentieth century were a reaction, and established their characteristics of Oxford and Cambridge, often thought ageless and immutable, which persisted until the 1930s.

At the time it was first published the book had a double value: it was a work of scholarship, and a work of scholarship about an unfashionable subject, education. (The study of education was about as reputable as sex-therapy among established scholars, historians and economists; in consequence the sociologists had a field day). Moreover, it was a work of scholarship about the universities, which was seen as the preface to a successful summing-up of the challenges of the late twentieth century. That view has now changed. Scientific research is still pursued, almost as a ritual gesture to the dark gods that govern mankind, but with little hope that it will better our lot, and the university is seen increasingly as an expensive blot on the landscape.

The swift change in the reputation of higher learning is interesting in itself. Obviously, since the disillusion spreads across the industrialized democracies there must be more than purely local explanations. Whether the student troubles of the late 1960s or the demographic downturn which is expected here – even if it is merely the economic downturn, and the consequent loss of a sense of optimism.

John Vazey

The mourning after

It Die and When I Do. By Frankl Sternberg and Barbara Sternberg. Panther. £7.75. 0 263 05060 2. £3.65. 13 450650 2. More than Sympathy. By Richard Lansdown. Panther. £7.95. 0 263 05060 2. £3.50. 422 76640 8.

Death is often treated as little more than a problem to be disposed of. We neglect the natural history of mourning. While recognizing the initial shock or numbness, we frequently ignore the denial, anger and guilt that often follow particularly when a child dies. These books deal with death and young people in different ways. *It Die and When I Do* is about a death education course for 11- to 13-year-olds. Thirteen chapters, filled with children's work, from the sharing of experiences to the making of relaxation and guided fantasy with a chapter on the paragon

mal thrown in for good measure. Awash with terms like "transcend", "essence" and "beautiful person", such a book could become sickeningly sentimental, but the compassion and energy of Frankl Sternberg carry us on an intimate personal journey as the young people learn a deeper feeling for life by exploring ideas about death.

By contrast, Richard Lansdown's book is crisp and clinical. Death is not the main theme but a major section of the book describes life-threatening conditions. It aims to help the parents of sick and handicapped children by making available basic information. The author's theme is that professionals must bring knowledge as much as sympathy.

As a hospital psychologist, Richard Lansdown is well placed to describe the various handicaps. Teachers will find his thumbnail sketches of a wide range of serious

handicaps helpful. The advice given is essentially practical and to the point and there are useful addresses and references. The mixture of precise description of research, damning anecdotes of parental behaviour and seemingly curt instructions give a false impression that sympathy is lacking. Institutions can allocate staff as well as inmates and this must be a constant risk for psychologists working in a hospital setting.

Both books have a place in the staffroom library. In the next decade more teachers will find themselves having to know about handicapped children in their classes. Richard Lansdown's book will be a valuable source of initial information. But we all need to be aware of the corrosive effects of uncompleted mourning.

Frankl Sternberg's book will give more of us the courage to help young people explore the ideas of death and loss.

Brian Osman

Unpartnered, then mismarried

Invitation to the Waltz. The Weather in the Streets. By Rosamond Lehmann. Virago £2.95 each. 0 86068 202 1. 203 X.

There's a rawness about Rosamond Lehmann's writing in *Invitation to the Waltz* and its sequel *The Weather in the Streets* that is enormously convincing. Reading the interior monologue of a Virginia Woolf character is always to be aware of the art, but Rosamond Lehmann's prose is almost careless, and it communicates because of that.

"I had a lover. But nothing seemed changed. It wasn't disappointing exactly... The word is: unmomentous... Not wonderful – yet... I couldn't quite look at him, but it was friendly and smiling. His cheek looked coarse-grained in the light from the lamp. I saw the hairs in his nostrils... I was afraid I'd been disappointing for him... Thinking: Aren't I in love with him after all then?"

In a way the two novels catch a historical transition. The first is a neatly constructed, socially observant short novel, the story of a young girl's first dance in the comfortable English middle class society of the 1920s. The second is the story of the

same girl ten years later, after a failed marriage, living a casual slightly Bohemian life in London, in a different England. Now the mood is modern, Eliotish.

When lovely woman stoops to folly and Paces about her room again, alone, She smooths her hair with automatic hand, And puts a record on the gramophone.

Olivia Curtis, the heroine of both books, suffers in both, in the first from being unloved, unnoticed, unpartnered in the wrong way, by a married man who has no intention of leaving his wife. To read this novel is to relive the pain of that generation of women who were still oppressed by a rigid social code that condemned childless marriages, divorce, women's independence, and any kind of extra-marital sexual experience. Olivia is a rebel in this world, but a guilty unhappy rebel, full of self-doubt and tense with the need for secrecy.

The blitter ordinary story is told through a combination of interior monologue and dialogue, and the dialogues have the flat, empty air of real life.

Myra Barrs



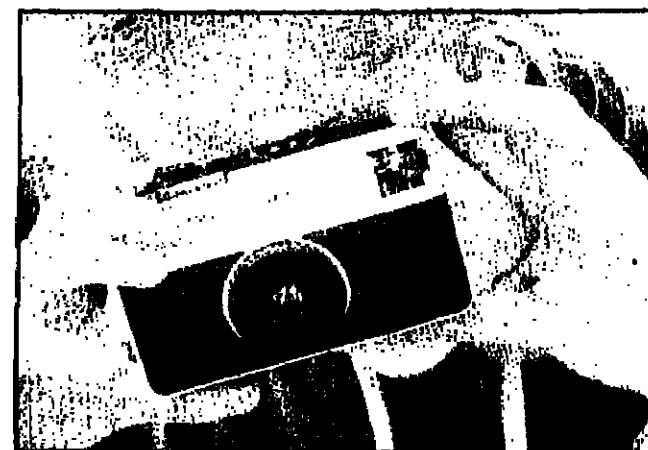
The four 'Beds of Arts, Medicine, Law and Divinity' carrying their Masses ("Pokers"), lead the procession as the Vice-Chancellor attends the University Sermon on the first Sunday of term. From Cas Ostry's "Oxford in Focus", a collection of photographs first published in 1963, now reissued in paperback with a new forward by Alan Bullock (Faber £2.95).

To be published on 1st September
THE PUBLIC SCHOOL REVOLUTION
Britain's Independent Schools 1964-1979

JOHN RAE
It is difficult to think of any British institution which provokes such intense loyalty and hostility as the public schools. In this timely book, the Head Master of Westminster School gives a personal, lively account of the schools' recent history, the internal battles that had to be fought before they agreed to unite against their opponents; the teenage upheaval of the Sixties which threatened to undermine their very ethos; and the impact of inflation which has caused the fastest increase in fees they have ever experienced. Opponents and friends alike wondered whether the schools could survive these challenges to their existence. Just how they did so, indeed emerged stronger than before, is the fascinating theme of Dr Rae's book.

FABER

£6.50



Maximum exposures

Liz Heron and Ron Smith review materials on aspects of photography

Exploring Photography - The camera and how to use it
Five filmstrips, with handbook, each £4.30. Five cassettes, each £2.60. Visual Publications, 197 Kensington High Street, London W8 6BB.

Beginner photographers are often dismayed by the impenetrable technical language they encounter when they go in search of an aid to improving their skills and technique. Too many basic photography manuals dampen enthusiasm by over-emphasising photography as a mechanical process and creating an overwhelming impression of bewildering f-numbers and shutter-speeds, optics and chemical solutions. These are all important for a functional understanding of the medium, but they are frequently presented in indigestible text-book fashion, as if they were facts to be learned, and sometimes with a lamentable dearth of visuals.

"Learning" photography is not so much a question of absorbing a body of received knowledge as a process of gradually acquiring skills and confidence, of understanding that there are different ways of seeing, and of relating the form of photography to its purpose.

Exploring Photography - The camera and how to use it is detailed and comprehensive and should certainly help to smooth the exam course route. It covers the syllabus for CSE and O level photography courses, and it has so much original material that it would also be a valuable resource in A level and diploma or degree courses. It consists of five filmstrips with an accompanying handbook. A spare commentary is available on a set of optional cassettes.

Filmstrip one, "What is a camera?" explains the mechanics of the photographic process; how a camera is constructed; how a lens works and how image inversion takes place; focus, image retention; how light reaches the film and how that can be

measured and controlled; and more. The filmstrip makes all of this otherwise complex information clear.

The text is almost entirely free of jargon, and takes great pains to clarify all the technical terms that are being introduced by using accessible examples. The overall tone is that photography is a lot less difficult and mysterious than the newcomer might have expected.

There are no assumptions about access to sophisticated equipment and there is a good deal of material devoted to different kinds of cameras and their advantages and limitations. Throughout the handbook there are detailed suggestions for projects and exercises. Here, for example, there are instructions for making pinhole cameras, building a camera obscura, or making photograms.

Filmstrip two, "Setting the Camera", tackles the daunting subject of exposure settings, showing and explaining the effects of over-exposure and under-exposure and how the correct exposure can be achieved through different combinations of aperture setting and shutter speed; what is happening inside the camera when you select an f-number or change a shutter speed; when or where tripod is necessary; how aperture setting affects depth of field.

Filmstrip three, "Using your camera" moves from the principles of photography to the business of applying them step by step: loading different cameras, looking through the viewfinder, taking light readings and using light meters, photographing still and moving subjects, judging distance and required depth of field; focusing, shooting, winding on and unloading.

Filmstrip four, "What to take and how to take it" gets down to the nitty gritty of seeing. It deals with the agony of the purposeless photographer, equipped with the camera but with no idea of what to do; the frustration of the student who is simply taking pictures because they are simply taking pictures; the frustration of the student who is simply taking pictures because they are simply taking pictures.

swans-on-the-lake-sunset-between-the-trees, that easily consumed notion of beauty that permeates the amateur photography aesthetic along with the pit-up and the portrait. It gives advice on taking pictures in terms of what you want to say with them, where they will appear or how they will be used.

A picture taken in a school setting might be destined for use as a cycle safety poster, for example, or as a record album cover or part of a story in a school newspaper. From there the strip goes on to demonstrate the significance of different contexts, captions and layouts.

Angle of shot and framing are presented in terms of the meaning that can be conveyed by viewpoint and by selecting and emphasising visual information. The use of different lenses and the importance of timing are demonstrated as part of the process of making your picture say what you want it to say.

Effective though this section is, it could have made its points more acutely with some examples plucked from the pages of newspapers or magazines.

Filmstrip five is entitled "Making the best of it", and is about getting maximum impact from a photograph. Countering the mystique of natural visual flair it shows that visual technique can be acquired through developing a sense of seeing what's in the viewfinder as a printed image; training the eye to recognise the results of perspective and to notice how background and clutter could make for a messy picture. Examples cover a range of visual problems and are supported by a series of exercises on photographing particular shapes and formations.

Each of these filmstrips is a unit that could be used on its own. Together or separately this series has a variety of potential use, with material for the science lesson or for social studies as well as for students of photography. Its approach to photography is a refreshing and positive advance.

Instant Image.
Two boxed sets containing 3 filmstrips, 3 tapes, work cards and project cards, £26 a set. Focal Point Audio Visual Ltd, 251 Copner Road, Portsmouth.

These six filmstrips with tape commentaries, work and project cards and a supply of self seal cardboard mounts, introduce the history of photography under the general heading of *Instant Image*.

In Set 1, "Discovery of Photography", unit A covers the theme Sketching without Skill. It does so fairly thoroughly in 15 frames using the usual type of camera obscura illustrations and giving historical background information. The next 12 frames are devoted to The Silver Image, and the final nine cover The First Photograph. Both of these last two sections make full use of the usual illustrations available for this aspect of the subject.

The most disconcerting features of the commentary are the speed of narration and the rapidity of the signalled slide changes. There are also several ambiguous references, and at least two where the viewer is assumed to possess previous knowledge. Apart from this, Unit A is a fairly good strip.

Unit B is devoted exclusively to The Daguerrotype (29 frames), which covers adequately for a general course programme on photography. Unit C is The Paper Print in 24 frames and tells the story of Fox Talbot, John Herschel, and Hill and Adamson. There are several poor quality frames in this section and the whole set would have benefited by the inclusion of some summary caption cards.

Set 2, "Popularization of Photography" is dealt with under three headings: Negatives on Glass, Some Victorian Photographers, and Snapshot. Technically this set leaves much to be desired. There are some badly designed captions, poor continuity (both pictures and tapes), some very poor reproductions, and on the review tape for Some Victorian Photographers, the commentary

for slide 48 was missing. As this slide is followed by seven silent viewing slides, it caused considerable bewilderment.

Although there are some good rare slides, the series as a whole has the appearance of being hastily contrived. This is a great pity because there has for a long time been a need for a good, well presented series of filmstrips on the history and development of photography.

The manufacturer's catalogue states that the series was designed by a specialist subject within the reach of the secondary school pupil, as part of a CSE or GCE course or for General Studies. If this is the case, it is difficult to understand why 31 out of 68 frames in Unit E have been devoted to just three photographers - Hawarden, Hoyer and Atget, none of whom are listed in the O level syllabus. In fact, most of Unit E is more suited to the A level photography student who has chosen the early period for his or her in depth study.

The inclusion of a book list at the end of each unit would have increased the usefulness of the material.

Of the additional materials, the work cards could well form the basis for homework or research topics as they have a fairly good cross section of tasks and questions. It is a pity that the cards are printed on both sides, as this restricts their use to group work. Some five cards cover projects, one of which is to visit the science museum in London. This could prove rather a long journey for some northern schools.

At £26 a set, no-one could honestly say that Instant Image represents value for money. On the other hand, there is a lot of useful information contained within the series which could form the basis of a carefully structured photography course. If the strips become available without the tapes they could be cut into single frames and become part of a private study scheme for the O and A level student.

Pictures from "Exploring Photography - the camera and how to use it"

by Roger Stephens

Complex media concepts

Talking Pictures: An Introduction to Media Studies
by Peter Baker and Michael Clarke
Filmstrip, audio cassette, and teacher's notes, £14.50 + VAT. Mary Glasgow Publications Ltd, 140 Kensington Church Street, London W8 4BN.

This multi-media pack - eighty-odd slides, short booklet and 29 minute tape - attempts to demonstrate (sic) that media images are selected, can therefore show only one aspect of the truth, contain independently a multiplicity of meanings, and will be read in different ways by different audiences.

The pack walks a fine line between demonstration and assertion, a predicament to which Baker and Clarke readily admit in their introduction to the teacher's notes. The programme is of course itself a media presentation and should be viewed with the critical intelligence of the very thing it is intended to

statement made in the programme is open to question and, to that end, some statements are deliberately misleading in order to encourage debate and discussion.

With such a degree of uncertainty the insertion of deliberately misleading statements, as if the authors are implying that, when the chips are down, they have the answers, betrays a degree of arrogance but of keeping with the glibly stated tone of the rest of the pack.

Such deviousness strikes too much of the pseudo-discussions to prevent the teacher (is not so much) trying to find something out for him or herself, about the subject in question, as trying to find out what the student knows or doesn't know. If the authors really believe that, open ended discussion (is) one of the most rewarding activities of media studies, it is important that the discussion should also be open-ended, with a minimum of manipulation.

of the deliberately misleading statements. In this instance about the very well known image of the naked Vietnamese girl running down the road after being burned by napalm, it turns out to be a statement of opinion rather than fact.

The taped commentary says, "This picture" seemed to say all that needed to be said about the American involvement in Vietnam". Baker and/or Clarke view this comment - presumably written by themselves - as "an example of the kind of high-sounding statement that all too often passes for criticism of visual images, but which is actually so vacuous that it acts as a barrier rather than an aid to understanding".

It is curious that the authors have not taken the trouble to find any "clues" of themselves. This is especially perplexing in view of the extreme care they have taken over the selection of their images. As they explain in their introduction, "we have selected images which actually

taken from films or television programmes by an asterisk. This means that these images were taken directly from the original source, and are not publicly stills photographed separately, which often misrepresents the version we see on screen".

The pack can be studied in three distinct though interdependent sections: the reading; selection and interpretation of images; the development of genres (in this instance westerns, cops and robbers, and film noir); and the influence of entertainment on news and current affairs programmes.

Talking Pictures is at its least assertive and most effectively demonstrative in the first and third segments, particularly when dealing with material suited to its own tape-slide format, the still image, with or without text. A good example is provided by a sequence in the first part which requires the student to examine an ambiguous picture (the old woman/young girl alternative) and later to look at "equally puzzling

photographs of familiar objects whose mysterious appearance is explained by a nicely judged introduction of such technical terms as angle, focus and perspective.

Having mentioned jargon, it must be said that Baker and Clarke have on the whole succeeded very well in their aim of presenting "concept of meaning" using a simple, accessible vocabulary as possible but without collapsing the issues involved. Nevertheless it might have been useful to include a short glossary explaining not only basic technical terms, but also such concepts as "angle", "context" and "genre".

Baker and Clarke stress the benefits of the open-ended discussion that can stem from media studies. Unfortunately the open-endedness of their own approach would appear to belie the implications for the student's distribution of the increased critical awareness they (the authors) seek to foster.



Hammer horror

by Liz Heron

Hammer, A Cinema Case Study
by David Pirie
BFI Education, 127 Charing Cross Road, London WC2H 0EA

In 1950 there were 1,395 million visits to the cinema in Britain. Audiences were yet to forsake the big screen for the cosier attractions of the box in the corner of the living room, and Britain was Hollywood's number one European outlet.

Meanwhile the British film industry still dreamed of capturing a slice of the American market, though chronic shortage of capital made it hard to catch up with American production. British cinema never managed to match the international appeal of Hollywood's genre formulas. With rare exceptions the post-war decade could be characterised by self-upper-lipped war heroics and coy, parochial comedy.

Of the 572 films shown in Britain between 1948-50 "Crime" heads the league, with "Love" next. Together these categories account for 46.5% of all screen time. Right at the bottom came "Supernatural" and "Pathological", the themes that ten years later would dominate British production and bring it unprecedented international success.

This new lease of life came courtesy of the ghouls, monsters and blood-sucking vampires of Hammer Horror.

A study of Hammer is therefore doubly useful to film students - as genre study and as industry study, and as an example of how the emergence of particular film forms and styles relates to conditions of production as well as to social and economic context. With this in mind, BFI Education has produced a massive case study documenting and analysing the Hammer phenomenon.

The signpost on the road to the Horror boom was *The Quatermass Experiment*, which opened in 1955 to unexpectedly large audiences. Two years later *The Curse of Frankenstein* introduced filmgoers to the gory delights of horror in colour, and met with equal success. Hammer had hit upon a formula that couldn't fail.

Hammer, A Case Study was written and researched by David Pirie, author of *A Heritage of Horror*, the standard film studies text on English "gore" horror. In *Hammer* he explains how Hammer's skill as a com-

pany and the atmosphere of its Bray studios contributed to its success, but that this success cannot really be understood without looking at the cultural configuration it grew from.

The background was the Britain of post-war industrial expansion, with the austerity years over. People were told they had "never had it so good", the consumer society arrived, and a new, teenage, consumer was born.

All these social shifts are discussed in terms of changing demands and a different receptivity to cultural products like the cinema, but David Pirie stops short at drawing direct conclusions for the Horror boom: "... the social meaning of Hammer horror films cannot be given as a set of easily identified facts", he says. Nonetheless, some exploratory analysis of the films themselves in relation to their cultural context would have been helpful.

Still, within the material there is ample evidence to persuade teachers and students of the value of this kind of contextual criticism and to equip them to pursue it fruitfully. The *Hammer* dossier consists of an A4 core book and 79 study items which furnish the fine detail of the background to the British Film Industry, Hammer's place in it and Hammer's discovery of Horror.

These include correspondence and contracts, studio plans and script extracts, press coverage and publicity, production information and box office receipts. There is a mass of material relating to the wider cultural background and the critical response to the Hammer output, and to aspects of the Frankenstein and Dracula films in particular.

One clearly determining factor in the rise of Hammer Horror was the advent of commercial television, with the novelty of American imports and American-style programming as a big departure from BBC stalwarts. The style of commercial television's filmed output bore enough resemblance to low-budget, big screen products to give viewers away from the cinema box-office. One thing the big screen could offer was X-rated movies - hence the drive towards more sensationalism and explicit violence, one that has not yet lost its momentum. So *Hammer* left also a useful place to start looking at the relationship between the two media.

Some of the interviews are very hard to follow, which raises the question of whether there should be sub-titling to help audiences unfamiliar with West Indian dialects. This device was used to good effect in *Rockers*, a comedy feature from Jamaica, a couple of years ago. Some might see this as over-indulging the audience, but since the main thrust of the film is to emphasise the development of a distinct black cultural identity the use of sub-titles on occasions when the talk becomes less than comprehensible to the film's intended audience would seem to point exactly those areas in which the particular culture is distinct, while offering some foothold of comprehension from which to progress.

While on the subject of individual voices, it is noticeable that not a single woman is interviewed and that

Ruling reptiles

by Joan Godly

Dinosaurs and their living relatives
Available on film or video-cassette. Notes in preparation. The Sales Director, Television International Operations Ltd, 9/11 Windmill Street, London W1P 1HF.

Any serious film about dinosaurs must start at a disadvantage, set against Hollywood versions with their battles between bronts and stegs, scantily-clad maidens being carried off in the jaws of huge carnivores. Nevertheless, *Dinosaurs and Their Living Relatives* is gripping in its own way. It discusses known facts and exposes fiction, and puts into scientific perspective the many unanswered questions about this fascinating group of animals.

The programme is divided into five parts, and begins, for younger viewers presumably, by introducing the time-scale given by the traditional 24-hour clock model, and giving an idea of relationships between groups of living things. The currently held theory of the origin of life is briefly touched on. A survey of the dinosaurs themselves follows, as two orders of the "ruling reptiles" - the Ornithischia and the Saurischia.

The importance of the variations in pelvic girdle structure as a basis for paleontologists to classify the reptiles - "bird hips" and "lizard hips" - is well explained. The positioning of the feet directly below the hips, and the increased speed on land which this arrangement makes possible over the amphibian pattern, giving selective advantage to both prey and predator, is also clearly brought out. More detail about the sub-divisions of these two major groups is given, and other reptile varieties, for example pterosaurs and ichthyosaurs are shown, as well as the contemporary tiny mammals.

Part II tells the story of the discovery of dinosaur fossils. In 1822 Mr Mantell noticed in a pile of stones at the roadside near Cuckfield, teeth

"huge and unfamiliar". Dr Mantell, a fossil collector, discovered more teeth, and bones which were finally identified as reptilian by Stutchbury. Thus the first relics of *Iguanodon* - named by Dr Mantell - were described. Later, other finds added to the knowledge of these animals and they so caught the imagination of the public that dinosaur models were made and put in the Crystal Palace in the 1850s. In North America, Marsh and Cope found a great many of the fossil reptiles which have come to be so well known. Welcome emphasis is given to the point that this information from the fossil record leaves many unanswered questions, for example, what colour were they?

The importance of finding teeth, and the inferences that can be drawn not only about diet but also habitat, is taken up again in Part III, and there is further discussion about questions to which there can be no satisfactory answers, for instance, was there any social structure? Footprints have been found, and eggs that were laid in clutches - perhaps this is evidence for parental care and some sort of family grouping. Related reptiles, such as crocodiles, exhibit this. How did the carnivores hunt? Did they make any sound? Their modern counterparts are fairly silent. And, of course, the most topical question as to their warm-bloodedness or otherwise is discussed.

Fossils and fossilization are examined in more detail in Part IV which also shows the improvement in techniques of clearing finds, from the early and destructive hammer and chisel to the modern hardening and wrapping of fossils before removing them for laboratory examination. The find of an almost entire, relatively small dinosaur skeleton gives considerable accuracy in prognosticating the form of the living animal.

The discussion in Part V centres around the disappearance of the dinosaurs and reviews the suggestions which have been made to account for this, from meteor catastrophes and butterfly larvae eating up the vegetation (!) to the more plausible earth movements and attendant climatic and vegetation changes, to which successive generations of these animals were unable to adapt, in contrast to their reptile cousins, and birds and mammals.

The increase in size, for instance, is regarded as a sign of decline, although, of course, many dinosaurs were tiny. *Compsognathus* - squirrel sized - illustrates this point. It is tentatively suggested that birds may be descended from the dinosaurs, which many authorities would disagree with, but, as the commentary points out, the whole truth may never be discovered.

The programme as a whole runs for 45 minutes and a great deal of information is packed into this time. It is produced by Michael Roberts and directed by Nigel Houghton with Angela Milner and Mick Ault of the British Museum (Natural History) as scientific advisors. Much of the museum's material has been used, and living animal filming has been done with the assistance of the Zoological Society of London. It is suggested that each part can be shown as a complete entity, but since the parts are linked as a good serial should be, and points introduced in one are amplified in the next, the programme would be much more valuable shown as a whole.

The commentary is written by Nesta Pain whose experience and careful wording are well matched by Michael Horden's comfortable tones. Happily, the roots of the names are explained, as indeed is the word fossil - literally, something dug up. This enormously important language-training for children is often ignored. It is done here, too, without holding up the action. Although some of the discussion is of insufficient depth for advanced pupils, any age-group could enjoy the programme and learn a lot about this most intriguing group of animals.

Reggae on film

by Roger Stephens

FILM
Grove Music
Colour, 16mm, 50 mins
Grove Carnival
Colour, 16mm, 18 mins
Both films by Henry Martin and Steve Shaw, for hire from Arts Council Film Library, at Concorde Films, 210 Felixstowe Road, Ipswich, Suffolk IP3 9BJ.

Shot at the 1980 Notting Hill Carnival, *Grove Music* features performances from local reggae musicians. Intly Aswad, Sons of Jah, Brimstone and Junior Brown, along with Jolly God, are featured in "A Jolly Good Fellow", an early immigrant to the music into social and historical context.

Some of the interviews are very hard to follow, which raises the question of whether there should be sub-titling to help audiences unfamiliar with West Indian dialects. This device was used to good effect in *Rockers*, a comedy feature from Jamaica, a couple of years ago. Some might see this as over-indulging the audience, but since the main thrust of the film is to emphasise the development of a distinct black cultural identity the use of sub-titles on occasions when the talk becomes less than comprehensible to the film's intended audience would seem to point exactly those areas in which the particular culture is distinct, while offering some foothold of comprehension from which to progress.

While on the subject of individual voices, it is noticeable that not a single woman is interviewed and that

only one woman's voice is heard, singing a decidedly political "love's rock" lyric. Are there no black girls writing or performing politically oriented songs in the Grove?

If this is so, the film could have gone some way to changing the situation by providing some high-protein information about the means of production of Grove music: song-writing, rehearsals, equipment, recording and distribution. The interviewers say a lot about the experiences that give rise to the lyrics, and not enough about the nuts and bolts of the vehicle that carries the message.

The newsworld clips - a white racist talking about "immigrants", Oswald's interview with a Jamaican, and a Jolly God Fellow, an early immigrant to the music into social and historical context.

The film falls between two stools, uncertain whether to provide musical inspiration for those enduring the hardships described or to provide information for the sympathetic bystander. Since for the reasons specified earlier the information is sometimes difficult to receive, it is left to the music to carry the film. It succeeds thanks to a particularly intense performance from (I think) Aswad, and excellent sound courtesy of Mikey "Big Dread" Campbell.

Grove Carnival, made by the same team, is a rag bag of shots destined for the community album, and conveys rather less information about the origins and history of the festival than the postcard sent to promote it.

Life with baby

by Gillian Thomas

"You can't just get up and go out any more when there is a baby in the house. Outings have to be planned and life is very different," says Stuart Fairweather in new film, *And Baby Makes Three*.

The homecoming from hospital of his wife Anne with their baby, Sandra, and the following six weeks are filmed in the film which has been produced by Johnson and Johnson in association with the Health Visitors' Association and the Royal College of Midwives.

Illustrating both the pleasures and problems of caring for a new baby, it aims to prepare young parents.

The film, which runs for 22 minutes and is in 16 mm colour with optic sound, is divided into two clear parts. The first depicts the homecoming from the baby's point of view.

"I take her out everyday. The fresh air is good for her and it's an event for me too" says Anne. "And I like to have her near to me when I'm doing the chores. Babies need plenty of stimulation right from the start."

The second part of the film covers the same six weeks and similar scenes from the parents' point of view. Anne explains how she quickly adapted to breast feed and was quickly successful, though she admits to feeling very drained.

The film is at pains to emphasise the father's role: the shots of the baby are charming but not over-sentimentalised. And there is barely a glimpse of baby powder or cream!

Although produced primarily for clinics to use in parentcraft classes, it is equally appropriate for schools and training courses. Free from the Random Film Library, 25 The Burroughs, Hendon, London NW4.

